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ABSTRACT

The "Accountability Report" provides indicators of the condition of Public Education in New Mexico, and is published each year by the State Department of Education. The report provides narrative and statistical information on an array of educational indicators, which include enrollment trends, funding and expenditures, graduation and college-bound statistics, specialized program support, and student achievement information. Over the past 3 years student enrollment in New Mexico schools has grown by 3% to 325,000 students. Growth has been significant in special education, as well as in elementary and secondary education. The past 3 years have also seen a continued shift in the ethnic makeup of the student population, with increases in the percentage of Hispanic and Native American students and decreases in the Anglo population. In the 1994-95 school year, the student population was 39.9% Anglo, 46.4% Hispanic, 10.4% Native American, 2.4% African American, and 1.0% Asian. State appropriations to the public schools have increased over the past 3 years, and teacher salaries have begun to catch up to the national average. (Contains 10 figures, 23 tables, and 12 references.) (SLD)

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The Accountability Report 1994-95

Indicators of the Condition of Public Education in New Mexico

New Mexico State Department of Education

U.S. DEPARTMENT OF EDUCATION
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State Superintendent of Public Instruction

November 1995

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The New Mexico 1994-95
Accountability Report

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State Superintendent of Public Instruction

November 1995

The New Mexico State Department of Education
VISION STATEMENT

The New Mexico State Department of Education believes the education of *all* students must become the mission for *all* New Mexicans. We believe education must challenge *all* students to reach their potential.

ACKNOWLEDGMENTS

We would like to express our appreciation to everyone at the New Mexico State Department of Education whose contributions made this document possible. Special recognition goes to Henry Borgrink and Shel Taylor, School and Student Data Management; Manuel Martinez, Agency Support Division; Rena Salazar and Billie Hemperley, Interagency Services; and Lillian Montoya-Rael and Patsy Abeyta, Commission on Higher Education. Finally, we would like to thank the 89 public school superintendents and their staffs for their timely and courteous responses to our many requests for information.

STATE OF NEW MEXICO
DEPARTMENT OF EDUCATION — EDUCATION BUILDING
SANTA FE, NEW MEXICO 87501-2786

ALAN D. MORGAN
SUPERINTENDENT OF PUBLIC INSTRUCTION

November 1995

To All New Mexicans:

Once again, the New Mexico State Department of Education is pleased to offer for your examination *The New Mexico Accountability Report*. In its sixth year of publication, the *Report* has been expanded in an effort to provide a more in-depth picture of our public schools. Included is an invitation from the New Mexico State Board of Education for all of us to work together, united under a single vision, to improve education for every child.

This latest report contains a variety of information—descriptions of special interest programs, student trends, achievement and financial data—along with the results of the fifth Quality of Education Survey. All is presented in the hope that you will take the time to review the contents carefully as a prelude to active and meaningful participation in the process of insuring that the system of education available to the youth of New Mexico is the very best possible. In that light, you are encouraged to visit any school in any district in New Mexico. Talk to the students and the staff. They are the ones who can give you insight into what the numbers truly mean.

Thank you for your continuing interest in the progress of our children. They are without a doubt the most precious resource we have.

Sincerely,

Alan D. Morgan
State Superintendent of Public Instruction

"New Mexico Education: Good Schools Getting Better"

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EXECUTIVE SUMMARY

Each year, the New Mexico State Department of Education and each of the local public school districts in New Mexico publish "report cards" that provide information on the operation and performance of our schools and our students. These "report cards" are required under New Mexico law (Section 22-1-6, NMSA) and are intended to inform parents, citizens, and public officials as to the status and progress of public education in our communities and our state.

The New Mexico Accountability Report is the state level "report card" published each year by the New Mexico State Department of Education. This report provides narrative and statistical information on an array of educational indicators—items of information on the strength and performance of public education in New Mexico. These indicators include enrollment trends, funding and expenditure levels, graduation and college bound statistics, specialized program support and participation levels, as well as student performance and achievement information. These data are presented for each of our public school districts, and where possible, three years of information are provided.

Public education in New Mexico continues to grow, improve, and meet the changing needs of our students and communities. Over the past three years, our student enrollment has grown from 315,781 students during the 1992-93 school year to 325,300 students in 1994-95, an increase of 3.0 percent. This growth has been significant in special education, as well as in elementary education (grades K-6), and secondary education. The past three years have also seen a continued shift in the ethnic makeup of our student population, with increases in the percent of Hispanic and Native American students and decreases in our Anglo population. For the 1994-95 school year, our student population was 39.9 percent Anglo, 46.4 percent Hispanic, 10.4 percent Native American, 2.4 percent African American, and 1.0 percent Asian.

The four mandated assessment programs include the Reading Assessment at grades 1 and 2, the Portfolio Writing Assessment at grades 4 and 6 (grade 8 is optional), the Achievement Assessment at grades 3, 5, and 8, and the High School Competency Examination beginning at grade 10. Changes have been made for the 1995-96 administration of the High School Competency Examination which will include some examples of performance assessment; namely two open-ended or constructed-response type questions to supplement each content area tested.

Over the past three years, the amount of the appropriation from the State General Fund to the public schools has increased, topping the one billion mark for all three years. In addition, growing at a rate greater than the regional rate, New Mexico average teacher salaries began to catch up with the regional average. From 1992-93 to 1993-94, the New Mexico estimated actual average teacher salary increased from $26,451 to $27,373, an increase of 3.49 percent. Salaries for the region in the same time frame increased from $29,086 to $29,855, an increase of 2.64 percent.

Consolidating Initiatives for Tomorrow's Education

The New Mexico State Board of Education, through its constitutional duties and responsibilities, speaks with one voice in establishing *Consolidation Initiatives for Tomorrow's Education (CITE) - A Student Centered -- Policy Framework For System-wide Educational Change in New Mexico. CITE empowers local communities and the citizens of New Mexico to join with the State Board in finding new and better ways for students to reach their potential.* CITE also affirms the leadership and developmental role of the State Board, for example: modeling change and good management practices; and anticipating and planning for the future.

The State Board respects, understands, and appreciates the opportunities offered by the cultural and ethnic diversity of New Mexico's population. The State Board also shares with New Mexicans in recognizing that New Mexico teachers are working toward student success; however, teachers must be part of a large process that involves the entire educational community -- including parents and families - in working to achieve standards for excellence. Schools in New Mexico are implementing reforms design to improve student learning; however, system-wide change is necessary for continuous improvement. Educational programs in New Mexico are meeting many of the needs of today's students; however, these programs could achieve more if focused on a single vision, as reflected in this document.

A student is an individual who is involved in lifelong learning by participating in preschool through adult educational and vocational rehabilitation opportunities and services. The meaning of "student centered' includes actively listening to students and operating schools that provide the rigor and challenge necessary for students to learn to use their minds well. Students need to be active learners who are creative, intellectually flexible, careful thinkers, problem solvers, team players and effective communicators. They must be well grounded ethically and be able to demonstrate a rich core of common knowledge.

The power of CITE lies in sharing a common vision of desired end results and performance measures. Although CITE represents the consensus of many educational stakeholders, it is not intended to be the final word in bringing improvement to the educational system. Lasting improvements will require ownership by New Mexicans, and obtaining such ownership requires involvement.

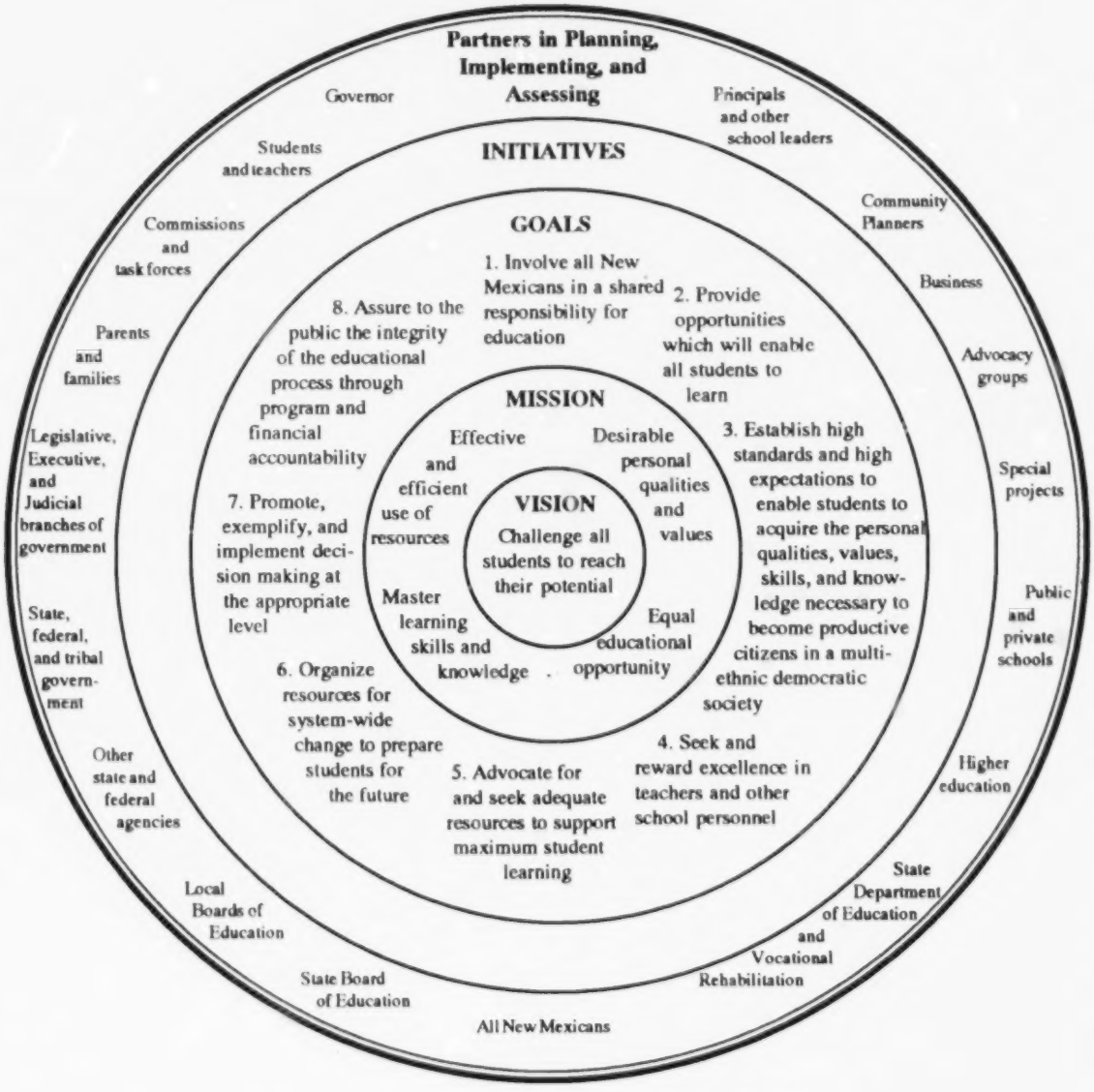
CITE is a uniquely New Mexico effort which builds upon our strengths as a state while guiding our path into the future -- what we must do so that all students are challenged to reach their potential and the education of all students is the mission for all New Mexicans.

Therefore, it is with great pride that the State Board of Education presents CITE to the citizens of the State of New Mexico. We challenge you to join us in reaching our goals. As we say in New Mexico:

"Para educar al niño se necesita todo el pueblo."

CITE Policy Framework – Strengthening Quality in Education

Below is a graphic display of *Consolidating Initiatives for Tomorrow's Education (CITE).* Beginning from the center, the concentric circles represent increasing degrees of detail describing the focus on striving to reach the vision. Imagine that each of the individual rings can rotate. For example, many of the educational initiatives listed in the following pages are designed to help achieve more than one goal. The outer ring begins to identify those in the statewide community who often are customers of public education and will be part of planning, implementing, and assessing initiatives — a process of continuous quality improvement.


Partners in Planning, Implementing, and Assessing
Governor
Principals and other school leaders
Students and teachers
INITIATIVES
Community Planners
Commissions and task forces
GOALS
Business
1. Involve all New Mexicans in a shared responsibility for education
2. Provide opportunities which will enable all students to learn
8. Assure to the public the integrity of the educational process through program and financial accountability
Parents and families
Advocacy groups
MISSION
Legislative, Executive, and Judicial branches of government
Effective and efficient use of resources
Desirable personal qualities and values
3. Establish high standards and high expectations to enable students to acquire the personal qualities, values, skills, and knowledge necessary to become productive citizens in a multi-ethnic democratic society
Special projects
7. Promote, exemplify, and implement decision making at the appropriate level
VISION
Challenge all students to reach their potential
Public and private schools
State, federal, and tribal government
Master learning skills and knowledge
Equal educational opportunity
6. Organize resources for system-wide change to prepare students for the future
4. Seek and reward excellence in teachers and other school personnel
Other state and federal agencies
5. Advocate for and seek adequate resources to support maximum student learning
Higher education
State Department of Education and Vocational Rehabilitation
Local Boards of Education
State Board of Education
All New Mexicans

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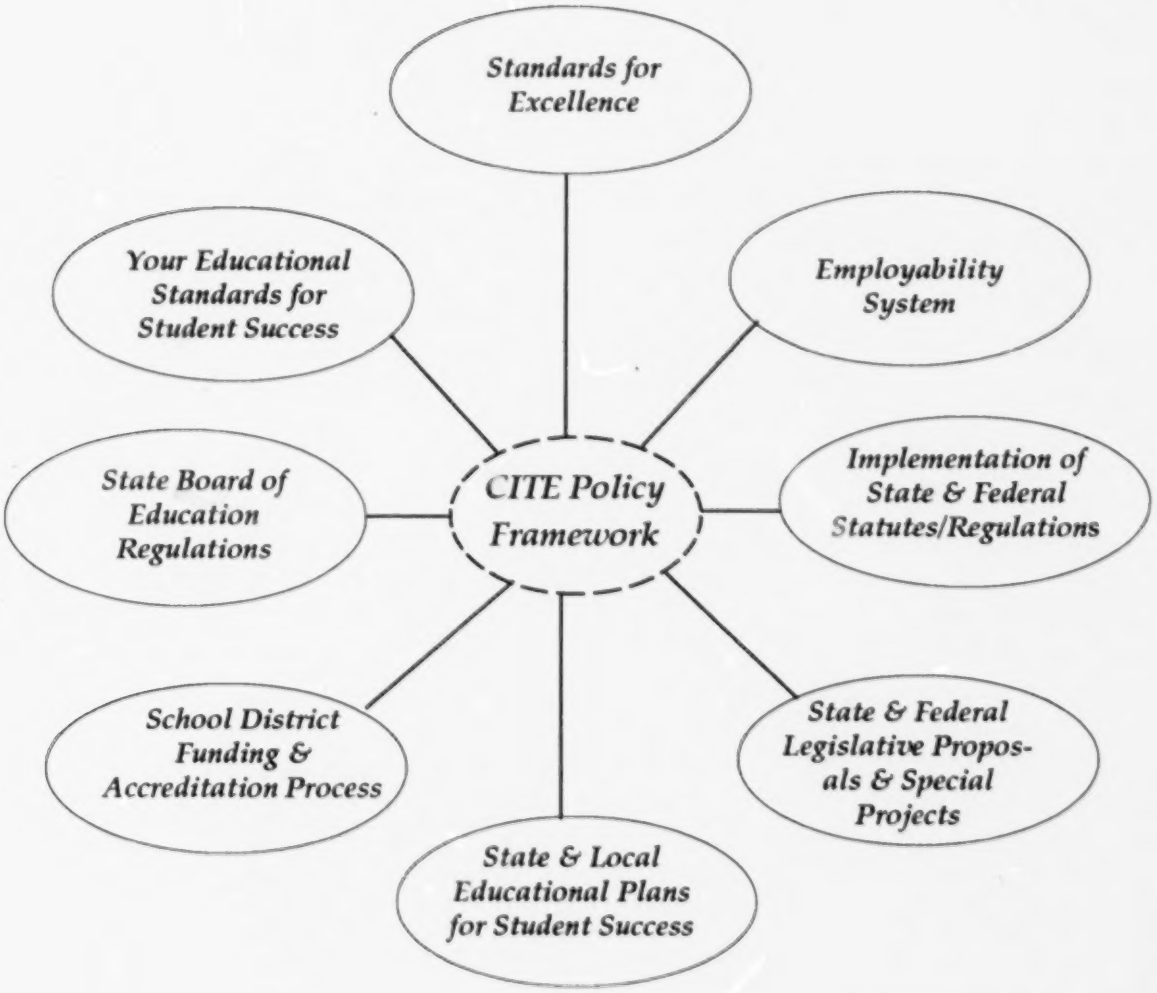
The purpose of the *CITE Policy Framework* is to establish and communicate the State Board of Education's long-range goals and initiatives in striving to reach the Board's Vision and Mission. As shown below, *CITE* serves as the centerpiece of the Board's policies and legislative recommendations.


Standards for Excellence
Your Educational Standards for Student Success
Employability System
State Board of Education Regulations
CITE Policy Framework
Implementation of State & Federal Statutes/Regulations
School District Funding & Accreditation Process
State & Federal Legislative Proposals & Special Projects
State & Local Educational Plans for Student Success

Vision

The State Board of Education, by authority of the New Mexico State Constitution, sets policy and direction for the education of all students in New Mexico. We believe that education must challenge all students to reach their potential and must involve all citizens of the state.

Mission

The State Board of Education, through its Constitutional duties and responsibilities, affirms that the primary purpose of schools in New Mexico is to provide equal educational opportunities for all students. The purpose of schools, therefore, is to guarantee that students reach their full potential by mastering learning skills and knowledge and by acquiring desirable personal qualities and values.

The State Board of Education believes that local control and direction will best accomplish the shared responsibility and leadership necessary for the effective and efficient use of public and private resources and for the continuing involvement of parents and communities in the educational process.

This mission will be carried out by the policy leadership of the State Board of Education through the State Department of Education.

Goals

The State Board of Education considers a student to be an individual who is involved in lifelong learning by participating in preschool through adult educational and vocational rehabilitation opportunities and services. The goals are listed in sequential order to demonstrate and help clarify the linkages between goals.

Goal 1: Involve all New Mexicans in a shared responsibility for education.

❖

Goal 2: Provide opportunities which will enable all students to learn.

❖

Goal 3: Establish high standards and high expectations to enable students to acquire the personal qualities, values, skills, and knowledge necessary to become productive citizens in a multiethnic democratic society.

❖

Goal 4: Seek and reward excellence in teachers and other school personnel.

❖

Goal 5: Advocate for and seek adequate resources to support maximum student learning.

❖

Goal 6: Organize resources for system-wide change to prepare students for the future.

❖

Goal 7: Promote, exemplify, and implement decision making at the appropriate level.

❖

Goal 8: Assure to the public the integrity of the educational process through program and financial accountability.

National Education Goals

❖

Goal 1 – School Readiness

By the year 2000, all children in America will be ready to learn.

❖

Goal 2 – School Completion

By the year 2000, the high school graduation rate will increase to at least 90 percent.

❖

Goal 3 – School Achievement and Citizenship

By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, math, science, arts, foreign languages, history and geography, civics and government, and economics.

❖

Goal 4 – Teacher Education & Professional Development

By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

❖

Goal 5 – Mathematics & Science

By the year 2000, American students will be first in the world in math and science achievement.

❖

Goal 6 – Adult Literacy & Lifelong Learning

By the year 2000, every American will be literate and will possess the knowledge and skills necessary to compete in a global economy.

❖

Goal 7 – Safe, Disciplined and Alcohol & Drug-Free School

By the year 2000, every school in America will be free of drugs, alcohol, and violence and will offer a disciplined environment conducive to learning.

❖

Goal 8 – Parental Participation

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

OVERVIEW

Educational Indicators

Legislation was passed in April 1990 that identified certain educational indicators for New Mexico schools and required both individual school districts and the State Department of Education to report on these indicators. These educational indicators fall into two major categories: (1) school inputs and (2) student outcomes. The input indicators provide insight into the instructional resources available to students. The outcome indicators are measures of student participation and achievement.

The educational indicators required by these legislation are:

- Enrollment Statistics
- Advanced Placement Enrollment Statistics
- Total Expenditures per Pupil (3 years)
- Total Administrative Expenditures per Pupil (3 years)
- Average Teacher Salary (3 years)
- State Mandated and College Entrance Test Scores (3 years)
- Participation in the New Mexico Scholars Program
- Percentage of Graduating Class Applying to Colleges
- Dropout Rate (3 years)
- Percentage of 12th Grade Seniors Who Graduate (3 years)
- Percentage of 9th Grade Freshmen Plus Transfers (9-12) Who Graduate
- Percentage of Students in Federally Funded Programs
- Percentage of School Budget Expended on Federal Programs

The legislation also requires districts to be ranked statewide on those indicators requiring a three year report, and state and national means or medians are given for comparative purposes when appropriate. For all items except the norm referenced state mandated and college entrance examinations, a simple ranking is used.

Legislation passed in 1991 appended a Quality of Education Survey to be sent home with students to survey parental attitudes toward their child's education.

Ranking

A simple statistical ranking is similar to the ranking of your favorite sports team during the season. Schools, therefore, like baseball teams, may find themselves tied for, say, first place or third place with another school. If a school ties with another school, both schools will receive the same rank. For instance, if four schools have the following scores respectively—30, 25, 25, 19—then the four schools would be ranked, respectively—1, 2, 2, and 4. Note there is no "third place" ranking, because school number 2 and school number 3 had the same score.

However, the reader should approach the interpretation of these rankings with caution, especially when looking at percentages in small districts. For instance, the Corona district began the 1994-95 school year with four seniors, three of whom graduated, giving Corona a "graduation rate" of 75.0% and a ranking of 86th in the state, but the Penasco district began the year with 46 seniors, of whom 45 graduated. Even though both districts only lost one senior, Penasco's larger senior enrollment, gets them a "graduation rate" of 97.8% and a state ranking of 20. Similarly, Mosquero graduated two out of two seniors, thus tying for first with Las Vegas City, who graduated 144

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out of 144 seniors. Had Mosquero lost one of their two seniors, they would not be in first place, but near last place. If Las Vegas City had lost one of its 144 seniors, they would still be ranked close to first place.

For the norm referenced (standardized) examinations (ITBS and ACT), the districts' simple rankings are presented within clusters, or groupings, of similar school districts. Districts are then ranked within their respective cluster. Based on national research, the districts were clustered or grouped about five variables by the State Department of Education: *district enrollment size, district student mobility rate, district percentage of students in the USDA Free and Reduced Lunch Program, district percentage of students classified as Limited English Proficiency (LEP), and the district percentage of adults 25 years of age or older who graduated college.* Six clusters of similar districts were identified using the Ward's Minimum Variance procedure (SAS, 1985):

Albuquerque	Animas	Bernalillo	Dexter	Chama	Alamogordo
Artesia	Capitan	Central	Estancia	Cuba	Aztec
Belen	Carrizozo	Cobre	Floyd	Dulce	Carlsbad
Bloomfield	Cimarron	Deming	Fort Sumner	Hatch	Clovis
Gadsden	Clayton	Espanola	Hagerman	Hondo Valley	Farmington
Las Cruces	Cloudcroft	Gallup-McKinley	Jal	Jemez Mountain	Hobbs
Las Vegas City	Corona	Grants-Cibola	Lake Arthur	Jemez Valley	Moriarty
Los Alamos	Des Moines	Lordsburg	Loving	Las Vegas West	Roswell
Los Lunas	Dora	Magdalena	Maxwell	Mesa Vista	Ruidoso
Lovington	Elida	Questa	Tatum	Mora	Truth or
Pojoaque	Eunice	Santa Rosa	Texico	Mosquero	Consequences
Portales	Grady	Tularosa		Mountainair	
Rio Rancho	House	Vaughn		Pecos	
Santa Fe	Logan			Penasco	
Silver City	Melrose			Raton	
Socorro	Quemado			Springer	
Taos	Reserve			Wagon Mound	
Tucumcari	Roy			Zuni	
	San Jon				

While cluster analysis is used in this report only to report the norm referenced (standardized) tests, the reader will want to bear in mind these similar districts when looking at other indicators, such as graduation rate.

Finally, it is more important to compare changes in the actual test score rather than the ranking. A district may be ranked low, yet still fall within the acceptable range of plus or minus one standard deviation from the mean (average).

History of the New Mexico Accountability Report

All public education is accountable to its public and elected officials; however, public report cards for each district did not become a matter of policy until October 1985 when the State Board of Education approved for public review the Building Excellent Schools Team (BEST) Plan. The BEST Plan included over 30 goals for the improvement of pupil learning, teacher and instructional quality, school administrators and the school community, and state leadership.

In 1987, the *Consolidating Initiatives for Tomorrow's Education (CITE) Plan* continued many of the initiatives found in the BEST Plan but now became the working document for reporting State Board of Education goals and progress toward those goals. The first adopted *CITE* Plan was developed for 1987-1990; the 1990 edition included goals for 1990-1993. In September 1992, a new evolution of *CITE* was adopted by the State Board. Called *Consolidating Initiatives for Tomorrow's Education: A Student Centered Policy Framework for System-Wide Educational Change in New Mexico*, the current document is intended to support a "comprehensive and inclusive process" that will involve all New Mexicans in building consensus on the best approaches to educating the children of this state.

Senate Bill 738 (Section 22-1-6, NMSA) was passed on April 6, 1989, and required school districts to publish an Annual School District Accountability Report in a local newspaper. SB-738 required districts to publish Mission and Goals, Student Information, a Special Projects section, Financial Information, and an Invitation for the Public to Participate in the Educational Process. Finally, districts were required to "compare district, state, and national data whenever appropriate . . ."

House Bill 4, passed during the 1990 Special Legislative Session, superseded SB-738, requiring districts to report additional information and providing for a statewide accountability report to be published by the State Department of Education based on the educational indicators listed on page 6.

House Bill 721 passed the 1991 Legislative Session. This bill appends a parental survey to the *Accountability Report* and the districts' report cards. Ten questions developed by the NMSBE are aggregated in this report. Each district is required additionally to report 10 survey questions, no more than five of which are developed by the local school board and five of which are developed by local school teachers and administrators. Local results will be published in the districts' own report cards.

Standards for Excellence

On November 26, 1991, the State Board of Education adopted the "Standards for Excellence for New Mexico Schools" with the provision that districts could choose to follow either the new standards or the "Educational Standards for New Mexico" in pursuing accreditation. The Standards for Excellence were the product of a statewide committee appointed by the State Board and charged to develop a document of 10 pages or less that "should address specifically how schools should be accountable for defining, addressing, and evaluating outcomes for all students." In support thereof, student competencies as well as assessment procedures had to be revised. The social studies competencies were the first to be completed and adopted by the Board.

During the 1991-92 school year—and using the social studies framework as their model—statewide work groups analyzed and revised the student competencies in the areas of employability, health, interscholastic activities, language arts, mathematics, modern and classical languages, music, physical education, science, and visual arts. Following that work and an extensive review, the frameworks were adopted by the State Board of Education during its August 1992 meeting.

The frameworks are intended to provide the structure, or skeleton, upon which local curricula are built. Each curriculum framework enables districts/schools to evaluate their current program, determine what is successful, and identify and address gaps in the program. The framework serves as a guide to assist educators in planning and coordinating what will be taught within a K-12 program. Ultimately, these frameworks will lead students toward the achievement of the Standards for Excellence.

Quality of Education Survey

Senate Bill 721, passed by the 1991 New Mexico Legislature, appended a Quality of Education Survey to the *Accountability Report*. The Quality of Education Survey was not designed as a scientific survey based on probability but rather as a site-level census. This means the Quality of Education Survey results are most valid at the site (school) level and are a reflection only of those parents choosing to respond. In addition, some parents with more than one child returned only a single survey form with multiple responses per question. Finally, because standard sampling techniques were not emphasized, generalizations based on data aggregated statewide should be approached with caution. With that in mind, in all cases the percentage of respondents agreeing with the statement exceeded the percentage disagreeing. (See Table 2.)

New Mexico Scholars Program

The purpose of the New Mexico Scholars Act is to encourage New Mexico students to attend college in New Mexico. Money is appropriated to provide eligible high school graduate with scholarships to pursue higher education. Eligibility requirements include: a parental income level; SAT/ACT score requirements; citizen of the United State and resident of New Mexico; student rank must be within the top five percent graduating class; and student must be accepted for enrollment as a full-time undergraduate student at an eligible institution. State institutions make awards in amounts sufficient to pay for tuition, required student fees, and books for an academic year. Amounts distributed to the state institutions over the past three years can be examined in Table 3.

Advanced Placement Program

The purpose of the program is to encourage students to participate in the nationally recognized Advanced Placement Programs through student examination fee reductions and through the development of teachers training and curriculum development. The project is administrated through the New Mexico Highlands University. Target population: eleventh and twelfth grade high school students and teachers, with emphasis on participation by economically disadvantaged students. (See Table 1.)

TABLE 1
DISTRICT REPORTED ENROLLMENT IN ADVANCE PLACEMENT CLASSES

District	#	District	#	District	#	District	#
ALAMOGORDO	233	CLOVIS	148	LAS VEGAS CITY	30	ROSWELL	587
ALBUQUERQUE	791	COBRE	30	LAS VEGAS WEST	40	RUIDOSO	84
ARTESIA	74	CUBA	17	LOS ALAMOS	728	SANTA FE	402
AZTEC	614	DEMING	231	LOS LUNAS	30	SILVER CITY	273
BELEN	25	DEXTER	24	LOVING	7	SOCORRO	181
BERNALILLO	66	DULCE	6	MAXWELL	8	TAOS	217
BLOOMFIELD	35	ESPANOLA	22	MELROSE	9	TUCUMCARI	23
CARLSBAD	60	FARMINGTON	123	MORA	15		
CARRIZOZO	5	FORT SUMNER	8	MOSQUERO	2	STATEWIDE	6,425
CENTRAL	199	GADSDEN	142	PECOS	5		
CHAMA	9	HOBBS	344	POJOAQUE	38		
CIMARRON	15	JEMEZ VALLEY	11	PORTALES	48		
CLOUDCROFT	12	LAS CRUCES	362	RATON	92		

TABLE 2
QUALITY OF EDUCATION SURVEY RESULTS
1994-95

Number of surveys sent home:	312,915
Number of Elementary surveys returned:	75,791
Number of Mid/Jr. High surveys returned:	23,192
Number of Senior High surveys returned:	17,370
Number of districts reporting:	89

		PERCENT RESPONDING				
	Grade Level	*Strongly Agree*	*Agree*	*Disagree*	*Strongly Disagree*	*Do Not Know*
1. The school builds my child's self-esteem.	Elem.	23.5%	61.4%	4.3%	0.9%	6.3%
	Mid	14.6%	60.7%	10.1%	2.8%	10.6%
	High	10.6%	53.4%	17.1%	5.4%	11.1%
2. I feel comfortable with the level of (physical) safety provided at my child's school.	Elem.	20.1%	63.2%	6.3%	1.7%	5.0%
	Mid	11.8%	63.3%	11.1%	3.7%	7.8%
	High	10.6%	57.9%	15.8%	6.1%	6.4%
3. My child is encouraged to be imaginative.	Elem.	22.8%	57.4%	4.3%	0.7%	8.6%
	Mid	12.6%	60.1%	9.3%	2.1%	11.9%
	High	10.7%	53.5%	16.1%	4.2%	12.5%
4. The school building my child attends is in good repair to support quality education.	Elem.	26.2%	56.9%	5.9%	2.0%	5.1%
	Mid	17.4%	59.9%	8.3%	3.1%	7.7%
	High	15.9%	54.2%	13.3%	7.2%	7.1%
5. My child likes school.	Elem.	43.1%	47.7%	3.1%	0.8%	1.4%
	Mid	24.7%	57.5%	8.4%	3.4%	3.1%
	High	19.3%	52.5%	12.8%	7.6%	5.4%
6. School personnel encourage me to participate in my child's education.	Elem.	34.2%	53.7%	4.1%	0.9%	3.1%
	Mid	16.8%	57.2%	11.9%	2.9%	7.4%
	High	12.2%	48.4%	21.9%	6.9%	7.7%
7. The school offers adequate access to computers and technologies.	Elem.	17.3%	47.2%	11.3%	4.1%	15.2%
	Mid	12.0%	48.4%	15.1%	5.7%	16.1%
	High	11.5%	45.8%	18.1%	7.3%	14.5%
8. The school maintains an appropriate level of discipline.	Elem.	21.8%	59.7%	4.8%	1.5%	7.6%
	Mid	15.2%	59.0%	10.0%	3.7%	8.7%
	High	12.6%	56.5%	14.3%	5.8%	8.2%
9. The school assigns an appropriate amount of homework.	Elem.	19.8%	62.3%	6.5%	1.6%	5.5%
	Mid	12.9%	65.5%	9.9%	3.4%	5.0%
	High	12.9%	61.7%	12.3%	4.6%	6.1%
10. Public education in New Mexico has improved over the last five years.	Elem.	11.9%	37.9%	13.3%	4.8%	27.7%
	Mid	9.7%	41.0%	17.2%	6.4%	22.5%
	High	8.5%	37.0%	20.3%	8.7%	22.0%

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TABLE 3

NEW MEXICO SCHOLARS PROGRAM 1992-93 to 1994-95
NUMBER OF AWARDS/AMOUNTS AWARDED

College/University	1992-93 NM #	1992-93 NM $	1993-94 NM #	1993-94 NM $	1994-95 NM #	1994-95 NM $
Research Institutions:						
NMIMT	48	103,326	43	2,210	85	98,672
NMSU	295	621,351	273	617,140	576	709,900
UNM	280	565,396	267	570,336	497	567,449
UNM Med. School	0	0	0	0	0	0
Regional Universities:						
ENMU	46	80,736	0		80	81,226
NMHU	18	29,648	17	25,088	34	31,688
WNMU	6	7,325	8	14,652	11	38,448
NMMIT	0	0	2	3,960	0	0
Branch Community Colleges:						
ENMU Roswell	0	0	0	0	2	1,147
NMSU Alamogordo	3	3,078	0	0	9	5,914
NMSU Carlsbad	3	1,017	0	0	1	631
NMSU Dona Ana	1	598	0	0	0	0
NMSU Grants	0	0	0	0	0	0
UNM Gallup	0	0	0	0	0	0
UNM Los Alamos	1	1,096	0	0	0	0
UNM Valencia	1	2,192	0	0	0	0
Independent Community Colleges:						
ATVI	0	0	0	0	1	166
CCC	1	1,066	4	1,008	1	493
LVTI	0	0	0	0	0	0
MTC	0	0	0	0	0	0
NMJC	2	982	1	936	0	0
NNMCC	1	105	0	0	0	0
SJC	0	0	0	0	0	0
SFCC	0	0	0	0	0	0
Private Institutions:						
College of SF	3	5,863	0	0	0	0
College of the SW	0	0	0	0	0	0
St. John's College	4	6,244	6	10,758	22	14,542
Total	713	1,430,023	621	1,246,088	1,319	1,550,276

Source: New Mexico Commission on Higher Education. September 1995

SPECIAL PROJECTS IN NEW MEXICO SCHOOLS

The 1995 Legislature appropriated a total of $3,200,000 for Special Projects to the State Department of Education. The following projects were awarded grants for the purpose of providing services to students, teachers, administrators, parents and community members. Schools are highly encouraged to seek the services of Special Projects. Telephone numbers have been included:

SPECIAL PROJECTS IN NEW MEXICO SCHOOLS

1. **ADVANCED PLACEMENT PROGRAM:** The program encourages students to participate in the nationally recognized Advanced Placement Program through student exam fee reduction and through the development of teacher training and curriculum development. The ultimate goal is the institutionalization of AP programs in New Mexico through the establishment of a partnership with the public schools in working toward higher standards of excellence.
   Target Population: Eleventh and twelfth grade students and teachers, with emphasis on participation by economically disadvantaged students.
   Telephone number: (505) 454-3544

2. **ARCHITECTURE AND CHILDREN:** The program is within the School Zone Institute of the University of New Mexico. This program offers a design education process for both children and teachers by linking architecture with education. Schools have traditionally emphasized verbal achievement and neglected the visual learning. Students are not traditionally taught to "see, read, or represent space, building or the landscape." This program uses the built, natural, and cultural environments in applied ways for teaching math, science, social studies, and art. It provides opportunities for teachers and community professionals to develop interdisciplinary projects for the elementary, middle and high school levels.
   Target Population: K-12 students and school personnel
   Telephone number: (505) 277-5058

3. **BI-NATIONAL SCHOOLS:** The program provides a Teacher Exchange Program with Nuevo Leon, Mexico. This program is planned, implemented and evaluated by the Southwest Education Development Laboratory (SEDL) through the direction of the State Department of Education. The goal of this program is to impact the professional development of participating teachers as well as local participating districts.
   Telephone number: (505) 827-6666

4. **DROPOUT PREVENTION PROGRAM:** The program will provide At Risk students instruction in applied Math and/or English. Students will receive career counseling/awareness and exposure to apprenticeship and postsecondary programs. A construction trades curriculum for 50 participants will be provided. Entrepreneur training for 70 participants will also be provided. Unsubsidized employment and/or job shadowing or mentorship opportunities will be provided for 50 students.
   Target Population: 700 At Risk students in the Albuquerque and Los Lunas school districts
   Telephone number: (505) 827-6654

5. **FAMILY DEVELOPMENT TRAINING:** The program starts with Baby Amigo, a home visiting project for new families by social workers and community volunteers. Next in the continuum is Escuelita Alegre Preschool, which provides multicultural, bilingual preschool education by teachers and parents working together. My True Colors, the FDP after-school program completes this continuum of family-centered services focusing on activities to promote self-esteem, nonviolence and community-building for children and their families. In addition to the above components a small team of social workers supports FDP families and staff to coordinate services as needed. The goal is to provide sustained (rather than short-term) training and technical assistance to families and school personnel in selected regions throughout New Mexico.
Target Population: Training for school personnel, families and students - statewide
Telephone number: (505) 277-6943

6. **GRADUATION REALITY AND DUAL SKILLS (GRADS):** The program is designed to provide economic independence skills, parenting skills, child development training, and job-seeking skills to pregnant and parenting teens and to provide child care in conjunction with the GRADS sites. The program is administered through Eastern New Mexico University (ENMU). The project directors will be responsible for implementation and monitoring of the GRADS sites including annual program reviews, coordinating the flow of funds to GRADS sites, providing school districts with technical assistance and teacher training, collecting and analyzing program data, submitting status reports and providing information on the progress of the project.
Target population: High school students and school personnel
Telephone number: (505) 562-4343

7. **GRANT COUNTY TEEN COURT PROGRAM:** The program is a collaboration between Grant County Juvenile Probation and Parole, Magistrate Court, the Municipal Courts of Grant County, Silver Consolidated Schools and the Cobre School District for the operation of Grant County Teen Court. The program provides training for students to learn skills to reduce conflict-induced situations, to problem solve conflict situations in a peaceful manner, and to integrate those methods learned into a school-based model. Peer Mediation and Teen Proceedings Programs will be part of the program.
Target population: Middle school and high school students in the Silver City and Cobre school districts.
Telephone number: (505) 388-1527

8. **NEW MEXICO INDIAN EDUCATION CENTER FOR EXCELLENCE:** The program works to strengthen cooperative working partnerships among tribes, parents, communities and public agencies, through newsletters, Indian Education Partnership Forums, curriculum development, and sponsorship of local initiative projects. The program is also committed to identifying and supporting innovative education practices which reflect tribal perspectives. Through an annual request for proposals, tribes, schools, or organizations may propose projects which will improve the educational services to Indian students and which are related to the language and culture of their schools and communities. Programs developed through the Local Initiative Projects are evaluated and disseminated to other interested schools and communities. The Center for Excellence also serves as the state Family Math site and cooperates with other Special Projects and agencies to promote Family Math training and activities. Especially designed curriculum materials have been developed in several areas and are now available either from the Center or are on the State Instructional Materials list.
Target population: K-12 Native American students, communities and parents
Telephone number: (505) 982-6447

9. **NEW MEXICO LAW-RELATED EDUCATION:** This program is administered by the New Mexico Bar Foundation, a charitable organization of the state's legal community, and is now in its 17th year. The program is the 'sole source provider' of citizenship education in the state of New Mexico. As part of a national effort, NMLRE has uniquely contributed to the advancement of methodology and substantive content in the teaching of and about the Constitution, the Bill of Rights, citizenship and the law. Its statewide efforts focus on helping teachers infuse law related education content into elementary and secondary curricula.
Target population: Grades 1-12 students and teachers
Telephone number: 800-451-1941 or (505) 764-9417

10. **LEADERSHIP IN EDUCATIONAL ADMINISTRATION DEVELOPMENT:** The program provides professional development for practicing administrators, school leaders, and other educators. L.E.A.D.'s workshops, Principals' Centers, as well as other activities are developed and planned to meet the needs of specific audiences on topics of current educational interest. In recent years, as increased numbers of New Mexico schools have become site-based in management and decision-making, L.E.A.D. has experienced increased interest and requests for services from classroom teachers and support personnel as well as from administrators.
Target population: School administrators
Telephone number: (505) 277-3943

11. **TEACHER & ADMINISTRATOR SUMMER ACADEMIES:** The program provides professional development opportunities for elementary school teachers. The emphasis is on increasing teacher knowledge of science and mathematics and enhancing their instructional practices in ways that reflect national standards. The program consists of a three-week Summer Academy followed with monthly seminars during the academic school year and culminating in a second Summer Academy. The purpose of the Academy is to acquaint elementary school teachers and administrators with recent educational developments in mathematics and science education and in instructional practice. The Academy will broaden the content knowledge of the participants and familiarize them with teaching methods that attract and excite student interest in mathematics and science. The Academy is seeking teacher-pairs to participate in the two Summer Academies and implement innovative integrated content units in their classes during the academic year. Teacher-pairs from elementary schools with underrepresented student populations are strongly encouraged to apply. Teachers from minority or underrepresented populations are encouraged to apply. Teacher-pairs will attend the three-week Summer Academies and the academic year seminars to be held one day a month. In addition, they will work together in their schools to implement new integrated units of science and mathematics content. School principals or their representative must be willing to participate in a one-day seminar during the Summer Academy.
Target population: New Mexico teachers
Telephone number: (505) 277-0437

12. **SYSTEMIC INITIATIVE IN MATH AND SCIENCE EDUCATION (SIMSE):** The purpose of the program is to bring about state-wide systemic change in math and science education with the end goal of higher achievement for all students. The initiative focuses on math, science and technology instruction K-8, that utilizes an inquiry based approach, thus promoting critical thinking and problem-solving skills, and that is relevant to experiences of the children of New Mexico. A primary mission of the initiative is to enable those who are responsible for mathematics and science education to obtain professional growth and development opportunities necessary to support the educational needs of New Mexico's children.
Target population: K-8 students and school personnel
Telephone number: (505) 983-2433

13. **MULTI-CULTURAL ARTS & HUMANITIES - NEW MEXICO CURRENTS:** This is a program of the Hispanic Culture Foundation. Currents (CURrents for Restructuring Education and New Teaching Strategies) uses the arts and humanities to "teach New Mexico". Its goal is to empower teachers to prepare the state's children to function more effectively within their rich multicultural environment. The program provides teams of educators, from restructuring elementary and secondary schools, with culturally relevant humanities content and technical assistance in curriculum development and instructional methodology.
Target population: K-12 students and teachers
Telephone number: (505) 831-8360

14. **NEW MEXICO MEDIA LITERACY:** The program teaches the substantial body of research indicating that poor media choices reduce the ability of children to learn. Access to media is valuable, creating scholarship and employment. The project mission is to create media literate consumers who know how to analyze, access, evaluate and produce media in its variety of forms. The goal is to begin the process of making New Mexico the first media literate state in the nation.
Target population: K-12 students, K-12 personnel, and community (parents, businesses, government, media)
Telephone number: (505) 828-3264

15. **PEER LEADERSHIP CONFERENCE ON SUBSTANCE ABUSE:** The program will provide a two and one-half day conference for high school youth from throughout New Mexico, a one-half day trainer-of-trainers workshop for adult and youth staff. In collaboration with state agencies, non-profit organizations, and local educational agencies, a statewide school/community-based campaign on education and prevention of tobacco use targeting youth will be developed.
Target population: High school students - statewide
Telephone number: (505) 827-1827

16. **PUBLIC SCHOOL SERVICE LEARNING INITIATIVE.** The program is designed to provide professional development services that will develop, implement, and disseminate public school service learning programs statewide. A comprehensive service learning system for New Mexico will be identified along with a program of technical assistance for service learning.
Target population: K-12 students - statewide
Telephone number: (505) 827-4055

17. **RE:LEARNING NEW MEXICO:** The program supports restructuring of the educational system from kindergarten to post-secondary levels in New Mexico schools. Based on the Nine Common Principles of the Coalition of Essential Schools, it focuses on helping all students to learn to use their minds well and to become actively engaged in their own learning. Teachers function as facilitators and coaches helping students make connections between knowledge in various subject areas and its application to their daily lives and the world they live in.
Target population: K-16 students, school personnel and board members
Telephone number: (505) 983-0404

18. **SCHOOL IMPROVEMENT PROJECTS:** The program goal is to promote the continued development and implementation of innovative, collaborative school-based improvement programs to enhance student learning, based on the State Board of Education's long-range plan. A limited number of schools will be awarded grants.
Target population: K-12 students and school personnel
Telephone number: (505) 827-3806

19. **SCHOOL-TO-WORK INITIATIVES:** The program will coordinate career guidance and counseling training and development of curriculum as it relates to a statewide school-to-work system. Approximately 36 elementary/mid school counselors-teacher teams will be selected through a competitive proposal based on interest and accomplishments at two, 2-day regional workshops on School-to-Work.
Target population: Elementary and middle school students, teachers and counselors
Telephone number: (505) 827-6652

20. **STRENGTHENING QUALITY IN SCHOOLS (TQM IN PUBLIC SCHOOLS):** This project promotes the use of quality improvement processes in New Mexico schools by the use of quality theories, processes and leadership; quality tools and improvement of teaching methodologies; strategic planning; and self-assessment. SQS provides training to teams of teachers, administration, and staff to assess their current processes.
Target population: K-12 students and school personnel
Telephone number: (505) 271-7937

21. **STUDENT INFORMATION SYSTEM - NATIVE AMERICAN PILOT:** This pilot student information system would monitor the mobility of Native American students between several educational systems and which could be used to assure that, as students move between these systems, that the students' academic records be transferred as well. The school district selected for this program will have a highly mobile Native American population that frequently moves between the public school, private school, Bureau of Indian Affairs, and/or special contract systems.
Telephone number: (505) 827-7354

22. **TEACHER WRITING INSTRUCTION PROJECTS:** This project in association with the National Writing Project will implement activities that provide for the professional development of teachers leading to the improved writing of primary, secondary, and post-secondary school students. Eastern New Mexico University will be implementing this program.
Target population: K - post-secondary students and school personnel
Telephone number: (505) 562-2219

23. **UNIFIED TRANSPORTATION MANAGEMENT SYSTEM PILOT:** This pilot program will allow a selected school district to use technology to monitor its bus routes and to transport students, including those with special needs, as safely and efficiently as possible.
Telephone number: (505) 827-6640

24. **VIOLENCE PREVENTION VIDEO:** The project will expand an existing program and provide an educational out-reach program concentrating on behavior modification in the areas of violence and violence prevention. Educational programming will be provided using WIC sites throughout the state. The project will expand the existing number of educational sites, provide an extended lending library, provide training for WIC personnel and furnish a project evaluation. The project will provide the necessary equipment and personnel for implementation.
Target population: Young parents-statewide
Telephone number: (505) 827-1827

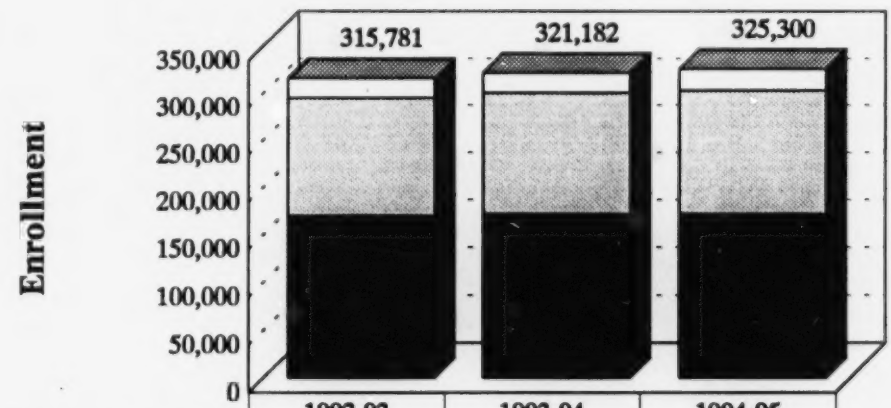
STUDENT INDICATORS

Student Enrollment Trends

Between 1992-93 and 1994-95, overall student enrollment in New Mexico public schools increased 3.0 percent. Enrollment has grown in all major groupings—in grades kindergarten through 6 (1.1 percent), in grades 7 through 12 (4.8 percent), and in special education (7.9 percent). (See Figure 1.)

FIGURE 1

STUDENT ENROLLMENT TRENDS
1992-93 TO 1994-95



	1992-93	1993-94	1994-95
Special Education*	21,120	21,089	22,787
Grades 7-12	124,701	128,161	130,738
Grades K-6	169,960	171,932	171,775

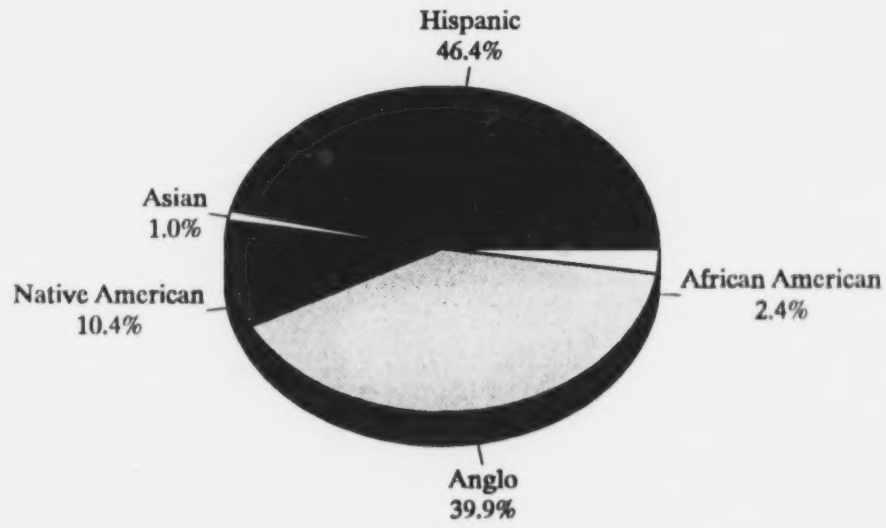
SOURCE: "Public School Pupil membership: Funded" Reports, 1992-93, 1993-94 & 1994-95
*Special Education students receiving C & D level services.

Student Ethnicity

Based on fortieth day enrollment figures, the ethnic composition of the entire student body for 1994-95 (Figure 2) was 39.9 percent Anglo, 46.4 percent Hispanic, 10.4 percent Native American, 2.4 percent African American, and 1.0 percent Asian. Since 1992-93, African American and Asian enrollment remained relatively stable, while enrollment among Anglo, Hispanics and Native Americans fluctuated.

FIGURE 2

STUDENT ENROLLMENT BY ETHNICITY
1994-95



Source: "1994-95 40th Day Student Membership/Ethnicity Report" SSDM October, 1995

Percent of Graduating Seniors and College Applicants With District Rankings

In 1994-95, the rate of New Mexico's high school seniors beginning the 12th grade who graduated ranged from a low of 70.0 percent (down from the prior year's 73.3 percent) to a high of 100 percent (14 districts tied). Of the districts achieving a 100 percent graduation rate, the numbers of graduates ranged from 2 students to 144 students. (See Table 6.)

The percentage of graduates applying to four-year institutions of higher learning ranged from a low of 7.7 percent to a high of 100 percent. In the case of graduates applying to two-year institutions, the percentages ranged from a low of 0.0 percent to a high of 61.5 percent. (See Table 7.)

Dropout Rates and District Rankings

Dropout rates and district rankings are presented in Table 5 for the school years 1990-91 through 1993-94 for grades 9-12 only. The state-wide dropout rate increased slightly from 8.0% in 1992-93 to 8.2% for 1993-94. The "Post 1991-92" method for calculating the dropout rate takes into account students who "drop back in to school" the following year. Because of this calculation method, data are not available until November for the previous school year. Hence, the data in the *Accountability Report* are one year behind.

Dropout rates for school year 1993-94 by ethnicity and gender are presented in Table 4. The highest dropout rate by ethnicity is shown by African Americans at 11.1%. The Anglo (6.0%) and the Hispanics (10.2%), and Asians exhibited slight increases in dropout rates, while the Asian and Native American populations exhibiteded slight decreases. The dropout rate for males increased for 1993-94, while the rate for females remained the same. However, males consistently dropped out at a higher rate than females.

TABLE 4
DROPOUTS BY ETHNICITY AND GENDER 1993-94: GRADES 9-12

Group	Number of Dropouts	Computed Membership	Dropout Rate
Ethnicity			
Anglo	2,126	35,394	6.0%
Asian	47	1,054	4.5%
African American	224	2,025	11.1%
Hispanic	3,951	38,743	10.2%
Native American	758	9,724	7.8%
Total	7,106	86,940	8.2%
Gender			
Female	3,316	42,478	7.8%
Male	3,790	44,462	8.5%
Total	7,106	86,940	8.2%

TABLE 5
NEW MEXICO DROPOUT RATES: GRADES 9-12

District	1990-91 Rate	1990-91 Rank	1991-92 Rate	1991-92 Rank	1992-93 Rate	1992-93 Rank	1993-94 Rate	1993-94 Rank
ALAMOGORDO	7.8	64	2.0	26	1.2	18	0.6	12
ALBUQUERQUE	12.2	81	10.4	81	11.2	82	12.1	82
ANIMAS	2.0	11	0.7	15	0.0	1	2.5	30
ARTESIA	4.3	32	3.5	37	1.9	23	2.7	35
AZTEC	4.1	30	4.7	52	4.0	39	8.3	74
BELEN	7.5	62	6.1	64	9.8	77	7.4	68
BERNALILLO	24.7	88	8.1	76	7.6	68	8.0	72
BLOOMFIELD	17.4	87	13.4	87	9.2	74	9.1	78
CAPITAN	5.6	44	4.1	45	7.9	72	0.6	12
CARLSBAD	9.9	74	5.2	58	6.2	56	3.4	42
CARRIZOZO	3.5	24	0.0	1	9.9	79	4.3	49
CENTRAL	8.0	66	4.1	45	4.3	42	3.4	42
CHAMA VALLEY	6.1	48	1.3	18	1.2	18	1.8	20
CIMARRON	4.6	37	3.4	35	2.3	26	2.2	25
CLAYTON	3.0	16	1.6	19	2.5	27	1.3	16
CLOUDCROFT	3.1	18	2.5	28	1.3	20	7.7	70
CLOVIS	8.3	68	6.8	69	7.5	65	6.9	64
COBRE	11.0	77	6.7	68	4.6	46	2.6	32
CORONA	3.3	22	0.0	1	0.0	1	0.0	1
CUBA	9.0	71	11.6	85	5.2	52	7.9	71
DEMING	11.8	80	12.6	86	14.2	87	17.0	88
DES MOINES	0.0	1	0.0	1	0.0	1	2.2	25
DEXTER	9.4	72	10.7	83	7.5	65	6.0	57
DORA	4.1	30	1.7	21	0.0	1	0.0	1
DULCE	16.7	86	6.3	65	6.0	55	8.6	76
ELIDA	7.7	63	0.0	1	9.8	77	3.7	45
ESPANOLA	8.9	70	9.8	80	12.1	85	6.1	59
ESTANCIA	5.1	39	0.0	1	0.0	1	1.8	20
EUNICE	7.3	61	5.0	55	6.2	56	1.2	14
FARMINGTON	13.8	83	6.5	67	9.7	76	7.5	69
FLOYD	2.8	14	0.0	1	0.0	1	3.1	40
FT. SUMNER	4.3	32	3.3	34	4.5	45	2.8	36
GADSDEN	10.1	75	6.8	69	11.8	84	15.1	86
GALLUP	12.5	82	7.8	74	6.7	62	5.4	55
GRADY	0.0	1	1.8	23	0.0	1	0.0	1
GRANTS-CIBOLA	11.3	78	5.5	61	6.2	56	6.4	61
HAGERMAN	5.9	46	7.6	73	10.5	81	6.4	61
HATCH	7.0	58	17.6	88	14.2	87	16.7	87
HOBBS	6.8	57	2.7	30	3.3	34	2.2	25
HONDO VALLEY	6.7	55	7.4	72	0.0	1	0.0	1
HOUSE	0.0	1	0.0	1	0.0	1	0.0	1
JAL	3.4	23	5.2	58	3.1	31	3.4	42
JEMEZ MOUNTAIN	14.0	85	0.0	1	7.8	71	5.0	51
JEMEZ VALLEY	5.4	41	1.8	23	3.3	34	3.0	38
LAKE ARTHUR	5.7	45	3.9	41	4.8	49	1.6	19
LAS CRUCES	10.7	76	7.8	74	9.6	75	11.7	81

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TABLE 5, CONTINUED
NEW MEXICO DROPOUT RATES: GRADES 9-12

District	1990-91 Rate	1990-91 Rank	1991-92 Rate	1991-92 Rank	1992-93 Rate	1992-93 Rank	1993-94 Rate	1993-94 Rank
LAS VEGAS CITY	3.1	18	1.6	19	6.9	63	2.5	30
LAS VEGAS WEST	6.0	47	4.2	47	4.3	42	6.9	64
LOGAN	3.1	18	5.9	63	7.0	64	1.9	22
LORDSBURG	9.7	73	3.4	35	4.9	50	6.9	64
LOS ALAMOS	1.6	7	3.9	41	2.0	24	2.3	28
LOS LUNAS	6.4	52	3.5	37	3.7	38	2.6	32
LOVING	4.3	32	6.3	65	6.2	56	5.1	52
LOVINGTON	6.1	48	4.4	50	3.1	31	3.0	38
MAGDALENA	1.9	8	0.0	1	2.2	25	6.0	57
MAXWELL	5.4	41	2.6	29	13.9	86	11.4	80
MELROSE	2.2	12	2.0	26	0.0	1	1.2	14
MESA VISTA	0.0	1	2.9	32	0.0	1	0.0	1
MORA	3.0	16	1.0	17	0.5	16	0.0	1
MORIARTY	3.1	18	3.9	41	7.5	65	0.0	1
MOSQUERO	3.6	26	0.0	1	0.0	1	0.0	1
MOUNTAINAIR	2.5	13	2.9	32	4.1	40	2.4	29
PECOS	5.1	39	3.6	40	3.3	34	2.6	32
PENASCO	4.9	38	0.8	16	3.6	37	6.9	64
POJOAQUE	5.5	43	4.9	54	9.1	73	8.5	75
PORTALES	6.7	55	1.7	21	1.7	21	1.4	17
QUEMADO	4.4	36	4.8	53	1.7	21	4.9	50
QUESTA	7.0	58	3.5	37	1.0	17	4.2	47
RATON	7.9	65	6.8	69	6.4	60	2.9	37
RESERVE	3.6	26	0.0	1	4.7	48	3.1	40
ROSWELL	7.0	58	4.3	49	4.3	42	5.1	52
ROY	0.0	1	0.0	1	0.0	1	2.1	24
RUIDOSO	8.1	67	11.0	84	10.2	80	12.4	83
SAN JON	1.9	8	1.8	23	0.0	1	1.5	18
SANTA FE	11.5	79	10.4	81	11.4	83	9.0	77
SANTA ROSA	2.9	15	5.1	57	4.6	46	2.0	23
SILVER CITY	6.2	50	4.2	47	5.9	54	5.3	54
SOCORRO	6.4	52	5.2	58	3.2	33	6.6	63
SPRINGER	4.0	29	9.0	78	5.7	53	3.9	46
TAOS	4.3	32	0.2	14	4.8	49	6.3	60
TATUM	1.9	8	4.5	51	4.1	40	4.2	47
TEXICO	3.5	24	2.7	30	2.5	27	11.0	79
TRUTH OR CONSEQ.	8.5	69	9.2	79	6.4	60	12.4	83
TUCUMCARI	6.2	50	8.9	77	7.7	70	12.7	85
TULAROSA	6.6	54	5.7	62	7.6	68	8.1	73
VAUGHN	0.0	1	0.0	1	2.5	27	0.0	1
WAGON MOUND	3.8	28	4.0	44	0.0	1	0.0	1
ZUNI	13.9	8	5.0	55	3.0	30	5.4	55
STATEWIDE	9.7		7.4		8.0		8.2	

TABLE 6
NEW MEXICO GRADUATION STATISTICS 1991-92 to 1994-95

DISTRICT	SENIORS ENTERING GRADE 12	GRAD-UATING SENIORS	GRAD-UATION RATE	1994-95 RANK	1993-94 RANK	1992-93 RANK	1991-92 RANK
ALAMOGORDO	468	380	81.2%	80	87	84	70
ALBUQUERQUE	4,268	3,883	91.0%	60	59	62	26
ANIMAS	25	24	96.0%	31	35	1	59
ARTESIA	195	190	97.4%	23	21	1	1
AZTEC	212	186	87.7%	72	74	64	66
BELEN	251	213	84.9%	78	78	67	83
BERNALILLO	157	147	93.6%	49	80	34	40
BLOOMFIELD	204	186	91.2%	58	39	76	82
CAPITAN	21	20	95.2%	39	75	48	1
CARLSBAD	421	382	90.7%	63	60	71	27
CARRIZOZO	11	11	100.0%	1	1	42	65
CENTRAL	356	336	94.4%	42	27	47	33
CHAMA VALLEY	32	29	90.6%	64	64	1	30
CIMARRON	28	26	92.9%	52	35	36	38
CLAYTON	46	44	95.7%	32	1	41	28
CLOUDCROFT	38	37	97.4%	23	20	35	60
CLOVIS	424	402	94.8%	41	45	61	57
COBRE	104	104	100.0%	1	61	29	40
CORONA	4	3	75.0%	86	1	1	1
CUBA	73	65	89.0%	69	41	68	84
DEMING	269	253	94.1%	44	17	69	25
DES MOINES	10	7	70.0%	88	1	1	1
DEXTER	52	49	94.2%	43	41	79	74
DORA	12	12	100.0%	1	1	77	76
DULCE	34	33	97.1%	27	49	77	48
ELIDA	11	10	90.9%	61	54	1	1
ESPANOLA	192	185	96.4%	30	33	58	58
ESTANCIA	47	44	93.6%	49	52	1	1
EUNICE	58	56	96.6%	29	30	53	48
FARMINGTON	544	479	88.1%	71	64	65	38
FLOYD	13	12	92.3%	54	1	1	1
FORT SUMNER	22	21	95.5%	38	83	48	1
GADSDEN	565	407	72.0%	87	82	75	80
GALLUP	729	711	97.5%	22	16	59	56
GRADY	12	12	100.0%	1	1	1	1
GRANTS/CIBOLA	251	200	79.7%	82	84	85	79
HAGERMAN	20	20	100.0%	1	56	1	67
HATCH	62	59	95.2%	39	25	32	51
HOBBS	348	333	95.7%	32	47	45	73
HONDO VALLEY	12	11	91.7%	55	51	1	87
HOUSE	4	4	100.0%	1	1	1	1
JAL	36	31	86.1%	77	40	56	1
JEMEZ MOUNTAIN	22	22	100.0%	1	34	1	1
JEMEZ VALLEY	58	53	91.4%	57	64	44	72
LAKE ARTHUR	10	9	90.0%	67	37	1	1
LAS CRUCES	1,054	984	93.4%	51	53	54	31

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TABLE 6, CONTINUED
NEW MEXICO GRADUATION STATISTICS 1991-92 to 1994-95

DISTRICT	SENIORS ENTERING GRADE 12	GRAD-UATING SENIORS	GRAD-UATION RATE	1994-95 RANK	1993-94 RANK	1992-93 RANK	1991-92 RANK
LAS VEGAS CITY	144	144	100.0%	1	32	57	71
LAS VEGAS WEST	108	105	97.2%	26	17	55	43
LOGAN	23	18	78.3%	83	81	87	67
LORDSBURG	45	40	88.9%	70	73	50	63
LOS ALAMOS	237	232	97.9%	19	30	72	45
LOS LUNAS	322	302	93.8%	45	28	63	35
LOVING	34	26	76.5%	85	86	74	77
LOVINGTON	172	170	98.8%	15	46	86	55
MAGDALENA	23	22	95.7%	32	49	39	1
MAXWELL	8	7	87.5%	73	88	88	1
MELROSE	20	20	100.0%	1	41	66	54
MESA VISTA	31	28	90.3%	66	1	1	88
MORA	46	44	95.7%	32	55	1	1
MORIARTY	178	167	93.8%	45	22	38	35
MOSQUERO	2	2	100.0%	1	1	1	1
MOUNTAINAIR	38	37	97.4%	23	72	37	1
PECOS	34	31	91.2%	58	69	31	42
PENASCO	46	45	97.8%	20	63	81	53
POJOAQUE	111	97	87.4%	74	71	83	80
PORTALES	136	118	86.8%	75	48	43	32
QUEMADO	16	15	93.8%	45	64	1	75
QUESTA	53	46	86.8%	75	24	39	37
RATON	105	103	98.1%	17	19	1	44
RESERVE	23	22	95.7%	32	41	1	48
ROSWELL	611	566	92.6%	53	69	51	1
ROY	8	8	100.0%	1	1	1	1
RUIDOSO	107	96	89.7%	68	79	60	45
SAN JON	12	11	91.7%	55	64	1	67
SANTA FE	634	526	83.0%	79	77	70	85
SANTA ROSA	52	51	98.1%	17	1	1	1
SILVER CITY	264	239	90.5%	65	76	1	61
SOCORRO	136	134	98.5%	16	58	73	45
SPRINGER	18	18	100.0%	1	1	1	34
TAOS	185	181	97.8%	20	1	52	62
TATUM	31	30	96.8%	28	22	1	1
TEXICO	27	21	77.8%	84	56	82	77
TRUTH OR CONSEQ.	81	76	93.8%	45	26	80	86
TUCUMCARI	74	74	100.0%	1	28	33	64
TULAROSA	75	60	80.0%	81	85	46	52
VAUGHN	7	7	100.0%	1	1	1	1
WAGON MOUND	11	10	90.9%	61	61	1	1
ZUNI	91	87	95.6%	37	38	30	28
STATEWIDE	16,164	14,721	91.1%				

Source: SDE District Accountability Survey, September 1995

TABLE 7
1994-95 NEW MEXICO GRADUATES APPLYING TO 2 AND 4 YEAR INSTITUTIONS

DISTRICT	GRAD-UATING SENIORS	GRADS APPLYING 4 YEAR	PERCENT APPLYING 4 YEAR	GRADS APPLYING 2 YEAR	PERCENT APPLYING 2 YEAR
ALAMOGORDO	380	233	61.3%	49	12.9%
ALBUQUERQUE	3,883	1,578	40.6%	1,002	25.8%
ANIMAS	24	8	33.3%	2	8.3%
ARTESIA	190	66	34.7%	39	20.5%
AZTEC	186	75	40.3%	80	43.0%
BELEN	213	149	70.0%	16	7.5%
BERNALILLO	147	23	15.6%	13	8.8%
BLOOMFIELD	186	38	20.4%	73	39.2%
CAPITAN	20	9	45.0%	3	15.0%
CARLSBAD	382	160	41.9%	102	26.7%
CARRIZOZO	11	2	18.2%	2	18.2%
CENTRAL	336	64	19.0%	111	33.0%
CHAMA VALLEY	29	13	44.8%	6	20.7%
CIMARRON	26	20	76.9%	2	7.7%
CLAYTON	44	22	50.0%	8	18.2%
CLOUDCROFT	37	26	70.3%	5	13.5%
CLOVIS	402	185	46.0%	92	22.9%
COBRE	104	73	70.2%	3	2.9%
CORONA	3	2	66.7%	0	0.0%
CUBA	65	19	29.2%	23	35.4%
DEMING	253	105	41.5%	29	11.5%
DES MOINES	7	4	57.1%	2	28.6%
DEXTER	49	25	51.0%	5	10.2%
DORA	12	9	75.0%	2	16.7%
DULCE	33	5	15.2%	2	6.1%
ELIDA	10	3	30.0%	1	10.0%
ESPANOLA	185	51	27.6%	95	51.4%
ESTANCIA	44	13	29.5%	7	15.9%
EUNICE	56	17	30.4%	27	48.2%
FARMINGTON	479	205	42.8%	155	32.4%
FLOYD	12	6	50.0%	3	25.0%
FORT SUMNER	21	16	76.2%	1	4.8%
GADSDEN	407	170	41.8%	89	21.9%
GALLUP	711	118	16.6%	247	34.7%
GRADY	12	9	75.0%	3	25.0%
GRANTS/CIBOLA	200	87	43.5%	44	22.0%
HAGERMAN	20	5	25.0%	8	40.0%
HATCH	59	19	32.2%	18	30.5%
HOBBS	333	79	23.7%	160	48.0%
HONDO VALLEY	11	4	36.4%	0	0.0%
HOUSE	4	1	25.0%	2	50.0%
JAL	31	5	16.1%	17	54.8%
JEMEZ MOUNTAIN	22	10	45.5%	4	18.2%
JEMEZ VALLEY	53	15	28.3%	25	47.2%
LAKE ARTHUR	9	6	66.7%	1	11.1%
LAS CRUCES	984	496	50.4%	149	15.1%

TABLE 7, CONTINUED
1994-95 NEW MEXICO GRADUATES APPLYING TO 2 AND 4 YEAR INSTITUTIONS

DISTRICT	GRAD-UATING SENIORS	GRADS APPLYING 4 YEAR	PERCENT APPLYING 4 YEAR	GRADS APPLYING 2 YEAR	PERCENT APPLYING 2 YEAR
LAS VEGAS CITY	144	51	35.4%	36	25.0%
LAS VEGAS WEST	105	61	58.1%	21	20.0%
LOGAN	18	10	55.6%	1	5.6%
LORDSBURG	40	26	65.0%	1	2.5%
LOS ALAMOS	232	197	84.9%	9	3.9%
LOS LUNAS	302	156	51.7%	81	26.8%
LOVING	26	2	7.7%	16	61.5%
LOVINGTON	170	46	27.1%	51	30.0%
MAGDALENA	22	9	40.9%	6	27.3%
MAXWELL	7	3	42.9%	1	14.3%
MELROSE	20	12	60.0%	3	15.0%
MESA VISTA	28	11	39.3%	9	32.1%
MORA	44	25	56.8%	1	2.3%
MORIARTY	167	84	50.3%	38	22.8%
MOSQUERO	2	1	50.0%	1	50.0%
MOUNTAINAIR	37	12	32.4%	13	35.1%
PECOS	31	8	25.8%	8	25.8%
PENASCO	45	15	33.3%	18	40.0%
POJOAQUE	97	35	36.1%	30	30.9%
PORTALES	118	66	55.9%	9	7.6%
QUEMADO	15	10	66.7%	2	13.3%
QUESTA	46	23	50.0%	5	10.9%
RATON	103	33	32.0%	35	34.0%
RESERVE	22	18	81.8%	0	0.0%
ROSWELL	566	194	34.3%	230	40.6%
ROY	8	8	100.0%	0	0.0%
RUIDOSO	96	72	75.0%	16	16.7%
SAN JON	11	7	63.6%	2	18.2%
SANTA FE	526	221	42.0%	51	9.7%
SANTA ROSA	51	27	52.9%	14	27.5%
SILVER CITY	239	140	58.6%	22	9.2%
SOCORRO	134	65	48.5%	13	9.7%
SPRINGER	18	10	55.6%	3	16.7%
TAOS	181	112	61.9%	31	17.1%
TATUM	30	4	13.3%	11	36.7%
TEXICO	21	11	52.4%	3	14.3%
TRUTH OR CONSEQ.	76	36	47.4%	8	10.5%
TUCUMCARI	74	24	32.4%	0	0.0%
TULAROSA	60	33	55.0%	16	26.7%
VAUGHN	7	3	42.9%	1	14.3%
WAGON MOUND	10	6	60.0%	0	0.0%
ZUNI	87	15	17.2%	29	33.3%
STATEWIDE	14,721	6,150	41.8%	3,572	24.3%

Source: SDE District Accountability Survey, September 1995.

STUDENT ACHIEVEMENT INDICATORS

Introduction

Student achievement is measured with several state mandated assessments. These assessments are of various types: criterion-referenced, norm-referenced, and performance-based. A criterion-referenced test is designed to provide information on the specific knowledge or skills possessed by a student. The High School Competency Examination is a criterion-referenced examination. These examinations indicate whether or not a student performs a given task satisfactorily. The student is not compared to any group of students; rather, the student's skill at a given task is evaluated. Scores on a criterion-referenced test are a measure of what the individual student knows or can do.

The Iowa Tests of Basic Skills (ITBS), on the other hand, is a norm-referenced examination, a test designed to provide information on how well a student performs in comparison to other students; that is, a student is compared statewide and nationally to either the mathematical mean (average) or the median (middle) score of all students tested. The student, rather than demonstrating a competency on task, is placed on a continuum with all the other students tested to show the student's ability in relation to those other students.

The New Mexico Portfolio Writing Assessment is a state-mandated, performance-based examination. With a performance-based test, the student actually performs a task. With the writing assessment, the student actually produces a piece of writing under a given set of guidelines; the piece is then compared to a rubric, or a set of criteria, and scored accordingly.

The scores for the ITBS and the High School Competency Examination, state-mandated tests, are reported with district rankings. One other test is also reported here; while not a state-mandated examination, the ACT is the college entrance examination used in New Mexico. Although the ACT is a norm-referenced examination, the ACT should not be used as an indicator of the general performance of New Mexico high school students. The ACT is an indicator only of those students expressing an interest in attending college, and how well they might perform at that level.

New Mexico Portfolio Writing Assessment--Grades 4 and 6

The Portfolio Writing Assessment, a performance-based assessment, is administered to all fourth and sixth grade students in New Mexico. A writing assessment was mandated by the Public School Reform Act (1986). For this assessment, three prompts are provided at each grade level. Early in the school year, the teacher is provided with these prompts and a guide which assists the writer in understanding the criteria for good writing. The teacher provides lessons for the class and the student writes toward the assigned topic until both the teacher and student are satisfied that the student's piece of writing demonstrates his/her best efforts. This is repeated with each prompt. Pre-writing activities and drafts are stored in the student's portfolio for review and reflection. In the spring, the prompt selected for scoring by the State Department of Education is announced. The teacher and student then work together to select the best piece of writing for transcribing onto a scorable booklet. The student's writing is then scored against a set of criteria with score points ranging from 1 through 6, 6 being the highest score possible. Although not mandated for the eighth grade, districts have the option of using this instructional and assessment tool for their eighth grade students. This provides an additional checkpoint for students before they are required to pass the written composition portion of the High School Competency Examination, first administered at grade ten.

New Mexico Achievement Assessment (ITBS) -- Grades 3, 5, and 8

The New Mexico Achievement Assessment is administered to all third, fifth, and eighth grade students in New Mexico public schools. The norm-referenced test used for this purpose is the Iowa Tests of Basic Skills (ITBS). On a norm-referenced test, a student's score is interpreted by comparing it to the performance of other students. Whether or not a student knows more or less than other students is the important guide. The ITBS is used to obtain standardized student achievement data for nationwide and statewide comparisons in the content areas of

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Vocabulary, Reading Comprehension, Language Skills, Work-Study Skills, Mathematics Skills, Social Studies, and Science. The state requires that districts use the ITBS in the areas of Vocabulary, Reading Comprehension, Language Arts, and Mathematics Skills. Districts have the option of administering any or all of the other subtests available. The results of these tests are used primarily for accountability purposes and programmatic decisions in accreditation and budget review. Median percentiles are reported. To understand these results, a median is defined as the middle score. The median national percentile is always 50. By looking at the reported scores for the norm-referenced test, the reader is able to determine how far above or below the national median a particular district has scored.

College Entrance Examination (ACT) Results

The other norm-referenced test administered in New Mexico is the ACT, used as a college entrance examination. Results of the ACT are not representative of the high school students as a whole in New Mexico; rather, ACT scores are reflective of only those high school students expressing an interest in pursuing a college education for the particular year in which the test is taken. Thus, there is no norming date for the ACT, as each year's test is normed against itself. ACT results for the 1991-92 through 1993-94 school years are presented in Table 13. The average ACT composite score for New Mexico in 1993-94 was 20.0. For further analysis of the ACT results, please refer to the SDE's "New Mexico Enhanced ACT and SAT Results".

Both norm-referenced tests administered in New Mexico, the ITBS (1994-95 results) and the ACT (1993-94 results), are reported by district clusters in Table 14. The cluster analysis is based on five factors selected by SDE personnel on the basis of national research. The intent here is to group districts along similar socio-economic-demographic variables that influence instruction (and thereby, test results) over which the school district has no control. Further explanation and district clusters were given in the Introduction. The reader should note, however, that two rankings are given in Table 14, the district's ranking among the 89 districts, as well as a "Within Cluster Rank." When reading this table, interpretation of results should be based not only on a district's state ranking, but how the state ranking places the district when ranked within its cluster.

The New Mexico High School Competency Examination

The New Mexico public schools have been charged with the responsibility of credentialing in such a way that after attending public school, a diploma will indicate a student's success in attaining mastery of the high school's essential competencies required for graduation which emanate from the statewide competency frameworks. The New Mexico State Board of Education's CITE Policy Framework now includes *Standards for Excellence*, a document that envisions exemplary educational outcomes for New Mexico students. These outcomes require students to demonstrate knowledge, skills, and orientations through the synthesis and application of their learning. Statewide work groups developed competency frameworks which support attainment of the student outcomes contained in the *Standards for Excellence*. The competency frameworks provide the skeleton or foundation upon which learning can be built. A shift from discreet, isolated competencies to competency frameworks which support the *Standards for Excellence* demonstrates the interest and commitment of New Mexico's educators to redefine their own curriculum focus. As site-based curriculum continues to be developed from these competency frameworks, student learning is then facilitated through an in-depth, interdisciplinary, integrated presentation of concepts.

Beginning with the ninth grade class of 1986-87, New Mexico public high school students are required to pass the New Mexico High School Competency Examination (NMHSCE) to receive a New Mexico public high school diploma. The 1989-90 school year was the first year that graduating seniors were required to pass the examination. Seniors who do not pass the examination but fulfill the other course and credit requirements are given the option of graduating with a certificate of completion or returning within the next five years to retake the exam, pass it, and receive a diploma. Students also may receive an exemption, waiver, or modification to the exam based on their enrollment in bilingual education or special education programs.

The NMHSCE assesses competencies in the content areas of reading, language arts, mathematics, science, and social studies, as well as written composition. Students take the test for the first time in the tenth grade and must pass all six subtests in order to receive a high school diploma. Sophomores who fail any part of the NMHSCE have another

chance in their junior year and two chances in their senior year to successfully complete the exam before graduation deadlines.

Test domain specifications which describe the specific knowledge and skills that are assessed by the examination were originally developed with the assistance and review of the Statewide Assessment Task Force and their colleagues, and put into place with the first administration of the NMHSCE during the 1987-88 school year. As the exam has evolved over the past eight years, new test items have been added, old ones replaced, and even performance based test items (open-ended and constructed response type items) have been piloted. These changes are leading toward a completely revised exam, with new domain specifications, which will be administered during the 1995-96 school year. Individuals from the State Department of Education, local New Mexico school districts, institutions of higher education, as well as publisher's representatives have all been, and are now being, involved in the creation and review of new test banks as well as new domain specifications for the NMHSCE.

In February 1995, the NMHSCE was administered in totality (all six subtests) to 17,963 tenth grade students in regular education. It was also administered in part in part or totality to those juniors and seniors (and students who had already completed all coursework but not passed the NMHSCE) who had not previously taken or passed one or more subtests of the exam in previous administrations.

Of the 17,963 tenth grade students attempting all six subtests, 86.5% passed all six subtests. Overall test scores on the NMHSCE have fluctuated over the past four years, making a leap of over eight points from 1991-92 to 1992-93, taking a downturn of two and one-half points from 1992-93 to 1993-94, then rising almost five points to 86.5% in 1994-95. Increases were noted in the passing scores for 1994-95 over 1993-94 on all but one subtest: overall reading score increased from 95.3% to 96.4%; percentage of sophomores passing in science rose from 92.5% to 93.7%; passing scores on the written composition went from 95.7% to 97.6%; mathematics scores rose from 93.6% to 94.9%; language arts scores increased from 92.3% to 96.2%; and, finally, the one decrease in passing scores was in the social studies subtest where scores went down from 93.5% to 93.2%.

A review of the results by ethnic background of tenth grade students shows an increase of the percentage passing all six subtests on the first attempt for all ethnic groups for 1994-95 when compared to 1993-94: Anglo population scores increased from 91.5% to 94.3%; Hispanic populations scores increased from 75.5% to 81.7%; Native American population scores increased from 68.4% to 75.6%; Asian American population scores increased from 85.0% to 92.2%; and African American population scores increased from 72.0% to 78.8%.

Reading Assessment -- Grades 1 and 2

The legislation passed during the 1989 Legislative Session modified the language of the Public School Reform Act (1986) that authorized the New Mexico Reading Assessment for grades one and two. This modification removed the requirement that this assessment be norm-referenced. Since that time, a committee of reading specialists met in the 1989-90 school year to further develop and refine the reading assessment process. Their recommendations requested that each local school district select or create a reading assessment procedure to utilize in that particular district and report the aggregated data to the New Mexico Department of Education. These procedures were reviewed by local school districts and approved by the Department of Education. All New Mexico local school districts have been following these plans now for the past four years. However, an increasing awareness was expressed that the current reporting procedures were not as instructionally beneficial to the individual schools and classroom teachers as they could be. Therefore, during the 1992-93 school year, a Reading Assessment Review Committee, comprised of state and local school district personnel familiar with early childhood reading strategies, met to attempt to create an optional reading assessment model that could be disseminated statewide for use during 1993-94. Local school districts still have options concerning the use of appropriate reading assessment procedures for their particular student populations, but they now have another model of reading assessment (to include literacy assessment) at their disposal. This optional reading assessment model is now being disseminated again for use during 1995-96. Local school districts are also encouraged to work with the New Mexico Department of Education in developing, creating, and/or revising any new or revised reading assessment models that may be appropriate for their student populations. Since the reading assessments being used by districts are not comparable, no comparison or rankings are presented in this report.

FIGURE 3

NEW MEXICO PORTFOLIO WRITING ASSESSMENT
1994-95 Statewide Summary for Grades 4 and 6

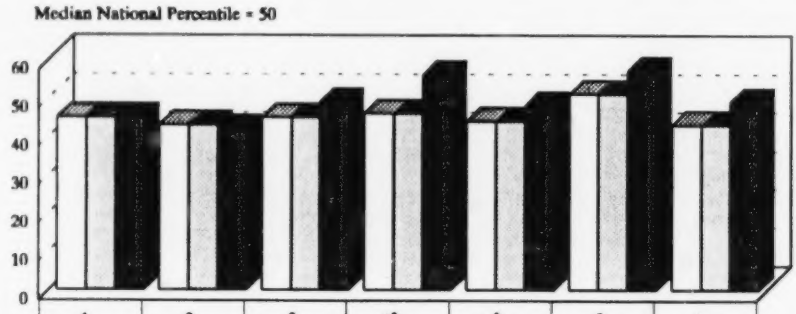
Holistic Score	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
Grade 4						
Number	608	5,472	9,632	4,553	854	113
Percent	2.9%	25.8%	45.4%	21.4%	4.0%	0.5%
Grade 6						
Number	2,352	5,474	7,758	4,435	895	170
Percent	11.2%	26.0%	36.8%	21.0%	4.2%	0.8%

NOTE: Percentages based on scorable papers only.

SDE: October 1995

FIGURE 4

NEW MEXICO ITBS PERCENTILE SCORE BY CONTENT AREA
GRADE 3



	Vocabulary	Reading Comprehension	Math Composite	Language Skills	Social Studies	Science	Work-Study
1992-93	45	43	45	46	44	51	43
1993-94	45	43	45	46	44	51	43
1994-95	45	42	49	56	48	57	49

SDE: October 1995

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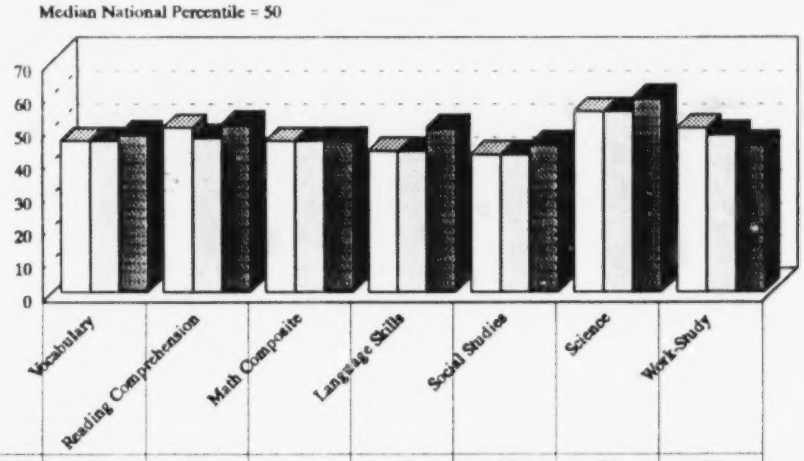
FIGURE 5

NEW MEXICO ITBS PERCENTILE SCORE BY CONTENT AREA GRADE 5

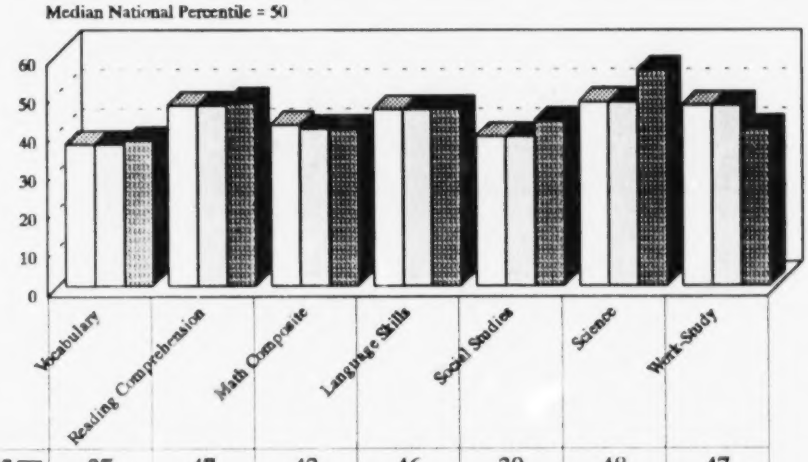


	Vocabulary	Reading Comprehension	Math Composite	Language Skills	Social Studies	Science	Work-Study
1992-93	46	50	46	43	42	55	50
1993-94	46	47	46	43	42	55	48
1994-95	48	51	46	50	45	59	45

SDE: October 1995

FIGURE 6

NEW MEXICO ITBS PERCENTILE SCORE BY CONTENT AREA GRADE 8

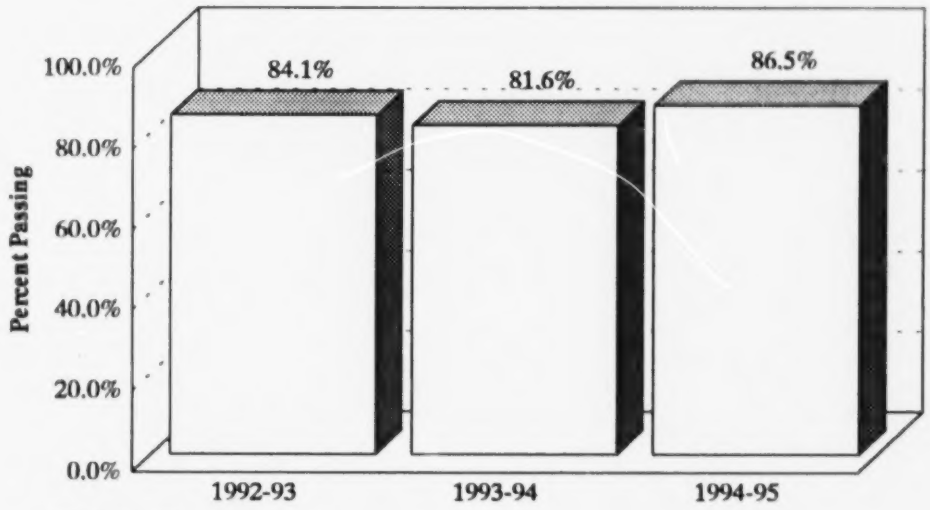


	Vocabulary	Reading Comprehension	Math Composite	Language Skills	Social Studies	Science	Work-Study
1992-93	37	47	42	46	39	48	47
1993-94	37	47	41	46	39	48	47
1994-95	38	48	41	46	43	56	41

SDE: October 1995

FIGURE 7

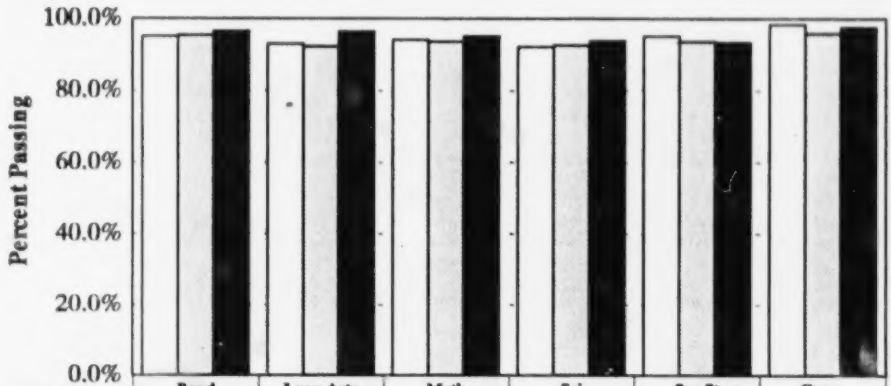
HIGH SCHOOL COMPETENCY EXAMINATION
Percentage of 10th Grade Students Passing All Six Subtests Attempted



SDE: October 1995

FIGURE 8

HIGH SCHOOL COMPETENCY EXAMINATION
Performance by Subtests
Grade 10: Percent Passing on First Attempt



	Read	Lang Arts	Math	Sci	Soc St	Comp
1992-93	95.0%	92.9%	94.0%	92.1%	94.9%	98.4%
1993-94	95.3%	92.3%	93.6%	92.5%	93.5%	95.7%
1994-95	96.4%	96.2%	94.9%	93.7%	93.2%	97.6%

All Scores Exclude Special Education and 'O' Subtests
SDE: October 1995

TABLE 8

1994-95 WRITING ASSESSMENT: GRADE 4
NUMBER AND PERCENT OF STUDENTS AT EACH HOLISTIC SCORE

DISTRICT	HOLISTIC SCORE	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
ALAMOGORDO	NUMBER	25	195	299	112	14	1
	PERCENT	3.9%	30.2%	46.3%	17.3%	2.2%	0.2%
ALBUQUERQUE	NUMBER	117	1,287	2,455	1,360	295	49
	PERCENT	2.1%	23.1%	44.1%	24.4%	5.3%	0.9%
ANIMAS	NUMBER	0	1	14	16	4	0
	PERCENT	0.0%	2.9%	40.0%	45.7%	11.4%	0.0%
ARTESIA	NUMBER	1	18	157	84	21	7
	PERCENT	0.3%	6.3%	54.5%	29.2%	7.3%	2.4%
AZTEC	NUMBER	0	34	103	50	12	1
	PERCENT	0.0%	17.0%	51.5%	25.0%	6.0%	0.5%
BELEN	NUMBER	16	93	146	51	9	2
	PERCENT	5.0%	29.3%	46.1%	16.1%	2.8%	0.6%
BERNALILLO	NUMBER	6	98	120	24	5	1
	PERCENT	2.4%	38.6%	47.2%	9.4%	2.0%	0.4%
BLOOMFIELD	NUMBER	9	60	85	40	4	1
	PERCENT	4.5%	30.2%	42.7%	20.1%	2.0%	0.5%
CAPITAN	NUMBER	0	6	6	15	1	0
	PERCENT	0.0%	21.4%	21.4%	53.6%	3.6%	0.0%
CARLSBAD	NUMBER	4	82	233	121	17	3
	PERCENT	0.9%	17.8%	50.7%	26.3%	3.7%	0.7%
CARRIZOZO	NUMBER	0	10	4	0	0	0
	PERCENT	0.0%	71.4%	28.6%	0.0%	0.0%	0.0%
CENTRAL	NUMBER	13	143	243	66	1	0
	PERCENT	2.8%	30.7%	52.1%	14.2%	0.2%	0.0%
CHAMA VALLEY	NUMBER	1	9	26	6	2	0
	PERCENT	2.3%	20.5%	59.1%	13.6%	4.5%	0.0%
CIMARRON	NUMBER	0	7	22	13	4	0
	PERCENT	0.0%	15.2%	47.8%	28.3%	8.7%	0.0%
CLAYTON	NUMBER	6	11	23	18	1	0
	PERCENT	10.2%	18.6%	39.0%	30.5%	1.7%	0.0%

TABLE 8, CONTINUED

1994-95 WRITING ASSESSMENT: GRADE 4
NUMBER AND PERCENT OF STUDENTS AT EACH HOLISTIC SCORE

DISTRICT	HOLISTIC SCORE	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
CLOUDCROFT	NUMBER	1	1	8	13	7	0
	PERCENT	3.3%	3.3%	26.7%	43.3%	23.3%	0.0%
CLOVIS	NUMBER	8	184	333	119	11	1
	PERCENT	1.2%	28.0%	50.8%	18.1%	1.7%	0.2%
COBRE	NUMBER	1	23	67	26	1	1
	PERCENT	0.8%	19.3%	56.3%	21.8%	0.8%	0.8%
CORONA	NUMBER	0	0	2	2	0	0
	PERCENT	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%
CUBA	NUMBER	1	12	7	4	0	0
	PERCENT	4.2%	50.0%	29.2%	16.7%	0.0%	0.0%
DEMING	NUMBER	10	143	122	28	14	1
	PERCENT	3.1%	45.0%	38.4%	8.8%	4.4%	0.3%
DES MOINES	NUMBER	0	0	1	4	4	0
	PERCENT	0.0%	0.0%	11.1%	44.4%	44.4%	0.0%
DEXTER	NUMBER	0	7	42	25	3	0
	PERCENT	0.0%	9.1%	54.5%	32.5%	3.9%	0.0%
DORA	NUMBER	0	10	5	3	0	0
	PERCENT	0.0%	55.6%	27.8%	16.7%	0.0%	0.0%
DULCE	NUMBER	22	19	11	0	0	0
	PERCENT	42.3%	36.5%	21.2%	0.0%	0.0%	0.0%
ELIDA	NUMBER	0	0	1	5	6	0
	PERCENT	0.0%	0.0%	8.3%	41.7%	50.0%	0.0%
ESPANOLA	NUMBER	33	149	157	62	6	1
	PERCENT	8.1%	36.5%	38.5%	15.2%	1.5%	0.2%
ESTANCIA	NUMBER	3	18	16	3	1	0
	PERCENT	7.3%	43.9%	39.0%	7.3%	2.4%	0.0%
EUNICE	NUMBER	0	27	26	5	2	0
	PERCENT	0.0%	45.0%	43.3%	8.3%	3.3%	0.0%
FARMINGTON	NUMBER	4	125	264	164	33	4
	PERCENT	0.7%	21.0%	44.4%	27.6%	5.6%	0.7%

TABLE 8, CONTINUED

1994-95 WRITING ASSESSMENT: GRADE 4
NUMBER AND PERCENT OF STUDENTS AT EACH HOLISTIC SCORE

DISTRICT	HOLISTIC SCORE	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
FLOYD	NUMBER	0	8	4	2	0	0
	PERCENT	0.0%	57.1%	28.6%	14.3%	0.0%	0.0%
FT. SUMNER	NUMBER	0	8	13	11	1	0
	PERCENT	0.0%	24.2%	39.4%	33.3%	3.0%	0.0%
GADSEN	NUMBER	46	225	203	38	1	0
	PERCENT	9.0%	43.9%	39.6%	7.4%	0.2%	0.0%
GALLUP	NUMBER	63	330	331	130	11	0
	PERCENT	7.3%	38.2%	38.3%	15.0%	1.3%	0.0%
GRADY	NUMBER	0	0	3	1	0	0
	PERCENT	0.0%	0.0%	75.0%	25.0%	0.0%	0.0%
GRANTS-CIBOLA	NUMBER	14	88	116	32	10	0
	PERCENT	5.4%	33.8%	44.6%	12.3%	3.8%	0.0%
HAGERMAN	NUMBER	0	0	11	14	4	2
	PERCENT	0.0%	0.0%	35.5%	45.2%	12.9%	6.5%
HATCH	NUMBER	3	48	34	9	1	0
	PERCENT	3.2%	50.5%	35.8%	9.5%	1.1%	0.0%
HOBBS	NUMBER	4	139	277	156	39	2
	PERCENT	0.6%	22.5%	44.9%	25.3%	6.3%	0.3%
HONDO VALLEY	NUMBER	0	0	7	3	0	0
	PERCENT	0.0%	0.0%	70.0%	30.0%	0.0%	0.0%
HOUSE	NUMBER	0	2	1	0	0	0
	PERCENT	0.0%	66.7%	33.3%	0.0%	0.0%	0.0%
JAL	NUMBER	0	13	20	3	0	0
	PERCENT	0.0%	36.1%	55.6%	8.3%	0.0%	0.0%
JEMEZ MOUNTAIN	NUMBER	3	10	21	4	0	0
	PERCENT	7.9%	26.3%	55.3%	10.5%	0.0%	0.0%
JEMEZ VALLEY	NUMBER	0	3	11	10	2	0
	PERCENT	0.0%	11.5%	42.3%	38.5%	7.7%	0.0%
LAKE ARTHUR	NUMBER	1	8	4	0	0	0
	PERCENT	7.7%	61.5%	30.8%	0.0%	0.0%	0.0%

TABLE 8, CONTINUED

1994-95 WRITING ASSESSMENT: GRADE 4
NUMBER AND PERCENT OF STUDENTS AT EACH HOLISTIC SCORE

DISTRICT	HOLISTIC SCORE	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
LAS CRUCES	NUMBER	33	280	661	349	61	7
	PERCENT	2.4%	20.1%	47.5%	25.1%	4.4%	0.5%
LAS VEGAS CITY	NUMBER	1	60	115	48	3	0
	PERCENT	0.4%	26.4%	50.7%	21.1%	1.3%	0.0%
LAS VEGAS WEST	NUMBER	4	45	52	25	4	0
	PERCENT	3.1%	34.6%	40.0%	19.2%	3.1%	0.0%
LOGAN	NUMBER	3	5	12	1	0	0
	PERCENT	14.3%	23.8%	57.1%	4.8%	0.0%	0.0%
LORDSBURG	NUMBER	1	25	23	5	1	0
	PERCENT	1.8%	45.5%	41.8%	9.1%	1.8%	0.0%
LOS ALAMOS	NUMBER	0	29	110	67	28	3
	PERCENT	0.0%	12.2%	46.4%	28.3%	11.8%	1.3%
LOS LUNAS	NUMBER	7	123	295	113	12	0
	PERCENT	1.3%	22.4%	53.6%	20.5%	2.2%	0.0%
LOVING	NUMBER	0	4	27	12	0	0
	PERCENT	0.0%	9.3%	62.8%	27.9%	0.0%	0.0%
LOVINGTON	NUMBER	2	60	82	39	6	0
	PERCENT	1.1%	31.7%	43.4%	20.6%	3.2%	0.0%
MAGDALENA	NUMBER	0	7	13	2	2	0
	PERCENT	0.0%	29.2%	54.2%	8.3%	8.3%	0.0%
MAXWELL	NUMBER	0	2	2	3	1	0
	PERCENT	0.0%	25.0%	25.0%	37.5%	12.5%	0.0%
MELROSE	NUMBER	1	3	9	3	1	0
	PERCENT	5.9%	17.6%	52.9%	17.6%	5.9%	0.0%
MESA VISTA	NUMBER	1	18	13	4	0	0
	PERCENT	2.8%	50.0%	36.1%	11.1%	0.0%	0.0%
MORA	NUMBER	1	11	33	18	3	0
	PERCENT	1.5%	16.7%	50.0%	27.3%	4.5%	0.0%
MORIARTY	NUMBER	4	74	164	62	10	1
	PERCENT	1.3%	23.5%	52.1%	19.7%	3.2%	0.3%

TABLE 8, CONTINUED

1994-95 WRITING ASSESSMENT: GRADE 4
NUMBER AND PERCENT OF STUDENTS AT EACH HOLISTIC SCORE

DISTRICT	HOLISTIC SCORE	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
MOSQUERO	NUMBER	0	0	4	0	0	0
	PERCENT	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
MOUNTAINAIR	NUMBER	0	5	18	5	1	0
	PERCENT	0.0%	17.2%	62.1%	17.2%	3.4%	0.0%
PECOS	NUMBER	0	14	35	10	0	0
	PERCENT	0.0%	23.7%	59.3%	16.9%	0.0%	0.0%
PENASCO	NUMBER	3	8	19	9	2	0
	PERCENT	7.3%	19.5%	46.3%	22.0%	4.9%	0.0%
POJOAQUE	NUMBER	6	31	75	30	1	0
	PERCENT	4.2%	21.7%	52.4%	21.0%	0.7%	0.0%
PORTALES	NUMBER	5	79	92	41	2	0
	PERCENT	2.3%	36.1%	42.0%	18.7%	0.9%	0.0%
QUEMADO	NUMBER	1	1	8	3	3	0
	PERCENT	6.3%	6.3%	50.0%	18.8%	18.8%	0.0%
QUESTA	NUMBER	1	20	19	10	0	0
	PERCENT	2.0%	40.0%	38.0%	20.0%	0.0%	0.0%
RATON	NUMBER	5	28	41	15	3	1
	PERCENT	5.4%	30.1%	44.1%	16.1%	3.2%	1.1%
RESERVE	NUMBER	0	5	7	3	0	0
	PERCENT	0.0%	33.3%	46.7%	20.0%	0.0%	0.0%
RIO RANCHO	NUMBER	19	129	262	105	31	7
	PERCENT	3.4%	23.3%	47.4%	19.0%	5.6%	1.3%
ROSWELL	NUMBER	20	168	312	193	27	6
	PERCENT	2.8%	23.1%	43.0%	26.6%	3.7%	0.8%
ROY	NUMBER	0	0	3	2	0	0
	PERCENT	0.0%	0.0%	60.0%	40.0%	0.0%	0.0%
RUIDOSO	NUMBER	6	60	53	22	7	0
	PERCENT	4.1%	40.5%	35.8%	14.9%	4.7%	0.0%
SAN JON	NUMBER	0	0	8	2	2	0
	PERCENT	0.0%	0.0%	66.7%	16.7%	16.7%	0.0%

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TABLE 8, CONTINUED

1994-95 WRITING ASSESSMENT: GRADE 4
NUMBER AND PERCENT OF STUDENTS AT EACH HOLISTIC SCORE

DISTRICT	HOLISTIC SCORE	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
SANTA FE	NUMBER	35	204	452	248	50	7
	PERCENT	3.5%	20.5%	45.4%	24.9%	5.0%	0.7%
SANTA ROSA	NUMBER	1	9	33	16	5	0
	PERCENT	1.6%	14.1%	51.6%	25.0%	7.8%	0.0%
SILVER CITY	NUMBER	2	55	109	75	12	1
	PERCENT	0.8%	21.7%	42.9%	29.5%	4.7%	0.4%
SOCORRO	NUMBER	1	31	83	30	10	0
	PERCENT	0.6%	20.0%	53.5%	19.4%	6.5%	0.0%
SPRINGER	NUMBER	0	0	13	5	3	0
	PERCENT	0.0%	0.0%	61.9%	23.8%	14.3%	0.0%
TAOS	NUMBER	8	70	91	40	5	0
	PERCENT	3.7%	32.7%	42.5%	18.7%	2.3%	0.0%
TATUM	NUMBER	0	4	15	7	0	0
	PERCENT	0.0%	15.4%	57.7%	26.9%	0.0%	0.0%
TEXICO	NUMBER	0	7	17	9	2	0
	PERCENT	0.0%	20.0%	48.6%	25.7%	5.7%	0.0%
TRUTH OR CONSEQ.	NUMBER	4	40	55	23	3	1
	PERCENT	3.2%	31.7%	43.7%	18.3%	2.4%	0.8%
TUCUMCARI	NUMBER	7	45	47	4	0	0
	PERCENT	6.8%	43.7%	45.6%	3.9%	0.0%	0.0%
TULAROSA	NUMBER	0	8	33	32	6	1
	PERCENT	0.0%	10.0%	41.3%	40.0%	7.5%	1.3%
VAUGHN	NUMBER	1	9	4	0	0	0
	PERCENT	7.1%	64.3%	28.6%	0.0%	0.0%	0.0%
WAGON MOUND	NUMBER	2	6	5	1	0	0
	PERCENT	14.3%	42.9%	35.7%	7.1%	0.0%	0.0%
ZUNI	NUMBER	8	36	54	10	0	1
	PERCENT	7.3%	33.0%	49.5%	9.2%	0.0%	0.9%
STATEWIDE	NUMBER	608	5,472	9,632	4,553	854	113
	PERCENT	2.9%	25.8%	45.4%	21.4%	4.0%	0.5%

TABLE 9

1994-95 WRITING ASSESSMENT: GRADE 6
NUMBER AND PERCENT OF STUDENTS AT EACH HOLISTIC SCORE

DISTRICT	HOLISTIC SCORE	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
ALAMOGORDO	NUMBER	28	146	234	133	29	7
	PERCENT	4.9%	25.3%	40.6%	23.1%	5.0%	1.2%
ALBUQUERQUE	NUMBER	451	1,282	1,953	1,188	273	55
	PERCENT	8.7%	24.6%	37.5%	22.8%	5.2%	1.1%
ANIMAS	NUMBER	8	17	13	6	0	0
	PERCENT	18.2%	38.6%	29.5%	13.6%	0.0%	0.0%
ARTESIA	NUMBER	25	65	127	67	8	1
	PERCENT	8.5%	22.2%	43.3%	22.9%	2.7%	0.3%
AZTEC	NUMBER	36	77	69	23	4	0
	PERCENT	17.2%	36.8%	33.0%	11.0%	1.9%	0.0%
BELEN	NUMBER	10	96	132	53	11	3
	PERCENT	3.3%	31.5%	43.3%	17.4%	3.6%	1.0%
BERNALILLO	NUMBER	49	87	52	23	2	0
	PERCENT	23.0%	40.8%	24.4%	10.8%	0.9%	0.0%
BLOOMFIELD	NUMBER	29	65	91	31	4	2
	PERCENT	13.1%	29.3%	41.0%	14.0%	1.8%	0.9%
CAPITAN	NUMBER	2	1	21	10	1	0
	PERCENT	5.7%	2.9%	60.0%	28.6%	2.9%	0.0%
CARLSBAD	NUMBER	42	181	209	95	12	3
	PERCENT	7.7%	33.4%	38.6%	17.5%	2.2%	0.6%
CARRIZOZO	NUMBER	12	5	1	3	0	0
	PERCENT	57.1%	23.8%	4.8%	14.3%	0.0%	0.0%
CENTRAL	NUMBER	77	115	201	112	10	1
	PERCENT	14.9%	22.3%	39.0%	21.7%	1.9%	0.2%
CHAMA VALLEY	NUMBER	10	17	10	6	2	0
	PERCENT	22.2%	37.8%	22.2%	13.3%	4.4%	0.0%
CIMARRON	NUMBER	2	10	21	13	2	1
	PERCENT	4.1%	20.4%	42.9%	26.5%	4.1%	2.0%
CLAYTON	NUMBER	3	11	26	9	1	0
	PERCENT	6.0%	22.0%	52.0%	18.0%	2.0%	0.0%

TABLE 9, CONTINUED

1994-95 WRITING ASSESSMENT: GRADE 6
NUMBER AND PERCENT OF STUDENTS AT EACH HOLISTIC SCORE

DISTRICT	HOLISTIC SCORE	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
CLOUDCROFT	NUMBER	1	18	11	10	4	0
	PERCENT	2.3%	40.9%	25.0%	22.7%	9.1%	0.0%
CLOVIS	NUMBER	68	179	220	137	35	7
	PERCENT	10.5%	27.7%	34.1%	21.2%	5.4%	1.1%
COBRE	NUMBER	8	28	72	41	1	0
	PERCENT	5.3%	18.7%	48.0%	27.3%	0.7%	0.0%
CORONA	NUMBER	0	2	4	3	0	0
	PERCENT	0.0%	22.2%	44.4%	33.3%	0.0%	0.0%
CUBA	NUMBER	0	2	12	11	5	2
	PERCENT	0.0%	6.3%	37.5%	34.4%	15.6%	6.3%
DEMING	NUMBER	93	102	81	34	0	0
	PERCENT	30.0%	32.9%	26.1%	11.0%	0.0%	0.0%
DES MOINES	NUMBER	2	7	1	0	0	0
	PERCENT.	20.0%	70.0%	10.0%	0.0%	0.0%	0.0%
DEXTER	NUMBER	20	20	20	8	1	0
	PERCENT	29.0%	29.0%	29.0%	11.6%	1.4%	0.0%
DORA	NUMBER	0	6	5	5	1	0
	PERCENT	0.0%	35.3%	29.4%	29.4%	5.9%	0.0%
DULCE	NUMBER	15	9	14	6	0	0
	PERCENT	34.1%	20.5%	31.8%	13.6%	0.0%	0.0%
ELIDA	NUMBER	0	0	0	3	3	1
	PERCENT	0.0%	0.0%	0.0%	42.9%	42.9%	14.3%
ESPANOLA	NUMBER	90	121	109	62	8	3
	PERCENT	22.9%	30.8%	27.7%	15.8%	2.0%	0.8%
ESTANCIA	NUMBER	3	14	31	10	0	0
	PERCENT	5.2%	24.1%	53.4%	17.2%	0.0%	0.0%
EUNICE	NUMBER	13	23	26	13	0	0
	PERCENT	17.3%	30.7%	34.7%	17.3%	0.0%	0.0%
FARMINGTON	NUMBER	30	119	244	185	42	9
	PERCENT	4.8%	18.9%	38.8%	29.4%	6.7%	1.4%

TABLE 9, CONTINUED

1994-95 WRITING ASSESSMENT: GRADE 6
NUMBER AND PERCENT OF STUDENTS AT EACH HOLISTIC SCORE

DISTRICT	HOLISTIC SCORE	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
FLOYD	NUMBER	2	6	9	1	0	0
	PERCENT	11.1%	33.3%	50.0%	5.6%	0.0%	0.0%
FT. SUMNER	NUMBER	0	9	16	9	0	0
	PERCENT	0.0%	26.5%	47.1%	26.5%	0.0%	0.0%
GADSEN	NUMBER	199	237	201	73	7	1
	PERCENT	27.7%	33.0%	28.0%	10.2%	1.0%	0.1%
GALLUP	NUMBER	129	284	301	135	18	7
	PERCENT	14.8%	32.5%	34.4%	15.4%	2.1%	0.8%
GRADY	NUMBER	2	1	7	2	0	0
	PERCENT	16.7%	8.3%	58.3%	16.7%	0.0%	0.0%
GRANTS-CIBOLA	NUMBER	34	81	91	43	12	0
	PERCENT	13.0%	31.0%	34.9%	16.5%	4.6%	0.0%
HAGERMAN	NUMBER	0	11	17	8	0	0
	PERCENT	0.0%	30.6%	47.2%	22.2%	0.0%	0.0%
HATCH	NUMBER	0	1	27	32	8	1
	PERCENT	0.0%	1.4%	39.1%	46.4%	11.6%	1.4%
HOBBS	NUMBER	61	136	236	128	19	2
	PERCENT	10.5%	23.4%	40.5%	22.0%	3.3%	0.3%
HONDO VALLEY	NUMBER	1	3	3	0	0	0
	PERCENT	14.3%	42.9%	42.9%	0.0%	0.0%	0.0%
HOUSE	NUMBER	5	3	1	0	0	0
	PERCENT	55.6%	33.3%	11.1%	0.0%	0.0%	0.0%
JAL	NUMBER	3	20	18	8	1	0
	PERCENT	6.0%	40.0%	36.0%	16.0%	2.0%	0.0%
JEMEZ MOUNTAIN	NUMBER	12	10	12	4	0	1
	PERCENT	30.8%	25.6%	30.8%	10.3%	0.0%	2.6%
JEMEZ VALLEY	NUMBER	6	8	14	7	2	0
	PERCENT	16.2%	21.6%	37.8%	18.9%	5.4%	0.0%
LAKE ARTHUR	NUMBER	6	1	6	3	0	0
	PERCENT	37.5%	6.3%	37.5%	18.8%	0.0%	0.0%

TABLE 9, CONTINUED

1994-95 WRITING ASSESSMENT: GRADE 6
NUMBER AND PERCENT OF STUDENTS AT EACH HOLISTIC SCORE

DISTRICT	HOLISTIC SCORE	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
LAS CRUCES	NUMBER	141	319	469	278	57	7
	PERCENT	11.1%	25.1%	36.9%	21.9%	4.5%	0.6%
LAS VEGAS CITY	NUMBER	31	52	73	24	0	0
	PERCENT	17.2%	28.9%	40.6%	13.3%	0.0%	0.0%
LAS VEGAS WEST	NUMBER	41	48	46	13	3	0
	PERCENT	27.2%	31.8%	30.5%	8.6%	2.0%	0.0%
LOGAN	NUMBER	0	1	9	6	0	0
	PERCENT	0.0%	6.3%	56.3%	37.5%	0.0%	0.0%
LORDSBURG	NUMBER	15	26	9	3	0	0
	PERCENT	28.3%	49.1%	17.0%	5.7%	0.0%	0.0%
LOS ALAMOS	NUMBER	5	31	67	97	43	10
	PERCENT	2.0%	12.3%	26.5%	38.3%	17.0%	4.0%
LOS LUNAS	NUMBER	59	164	196	86	6	1
	PERCENT	11.5%	32.0%	38.3%	16.8%	1.2%	0.2%
LOVING	NUMBER	8	17	9	0	1	0
	PERCENT	22.9%	48.6%	25.7%	0.0%	2.9%	0.0%
LOVINGTON	NUMBER	19	94	83	19	3	0
	PERCENT	8.7%	43.1%	38.1%	8.7%	1.4%	0.0%
MAGDALENA	NUMBER	4	9	11	2	0	0
	PERCENT	15.4%	34.6%	42.3%	7.7%	0.0%	0.0%
MAXWELL	NUMBER	3	8	3	1	0	0
	PERCENT	20.0%	53.3%	20.0%	6.7%	0.0%	0.0%
MELROSE	NUMBER	0	1	10	4	2	0
	PERCENT	0.0%	5.9%	58.8%	23.5%	11.8%	0.0%
MESA VISTA	NUMBER	3	10	15	9	0	0
	PERCENT	8.1%	27.0%	40.5%	24.3%	0.0%	0.0%
MORA	NUMBER	1	15	27	17	4	1
	PERCENT	1.5%	23.1%	41.5%	26.2%	6.2%	1.5%
MORIARTY	NUMBER	8	38	116	94	32	7
	PERCENT	2.7%	12.9%	39.3%	31.9%	10.8%	2.4%

TABLE 9, CONTINUED

1994-95 WRITING ASSESSMENT: GRADE 6
NUMBER AND PERCENT OF STUDENTS AT EACH HOLISTIC SCORE

DISTRICT	HOLISTIC SCORE	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
MOSQUERO	NUMBER	0	1	1	0	0	0
	PERCENT	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%
MOUNTAINAIR	NUMBER	2	13	11	3	0	0
	PERCENT	6.9%	44.8%	37.9%	10.3%	0.0%	0.0%
PECOS	NUMBER	14	12	15	9	1	0
	PERCENT	27.5%	23.5%	29.4%	17.6%	2.0%	0.0%
PENASCO	NUMBER	4	13	16	10	3	0
	PERCENT	8.7%	28.3%	34.8%	21.7%	6.5%	0.0%
POJOAQUE	NUMBER	3	27	55	34	10	0
	PERCENT	2.3%	20.9%	42.6%	26.4%	7.8%	0.0%
PORTALES	NUMBER	26	56	83	55	14	2
	PERCENT	11.0%	23.7%	35.2%	23.3%	5.9%	0.8%
QUEMADO	NUMBER	2	2	6	7	0	1
	PERCENT	11.1%	11.1%	33.3%	38.9%	0.0%	5.6%
QUESTA	NUMBER	0	5	20	18	5	0
	PERCENT	0.0%	10.4%	41.7%	37.5%	10.4%	0.0%
RATON	NUMBER	39	35	34	16	8	0
	PERCENT	29.5%	26.5%	25.8%	12.1%	6.1%	0.0%
RESERVE	NUMBER	1	1	3	7	1	0
	PERCENT	7.7%	7.7%	23.1%	53.8%	7.7%	0.0%
RIO RANCHO	NUMBER	16	102	215	165	25	8
	PERCENT	3.0%	19.2%	40.5%	31.1%	4.7%	1.5%
ROSWELL	NUMBER	53	207	293	179	30	6
	PERCENT	6.9%	27.0%	38.2%	23.3%	3.9%	0.8%
ROY	NUMBER	1	2	0	2	0	0
	PERCENT	20.0%	40.0%	0.0%	40.0%	0.0%	0.0%
RUIDOSO	NUMBER	15	30	55	35	6	4
	PERCENT	10.3%	20.7%	37.9%	24.1%	4.1%	2.8%
SAN JON	NUMBER	0	1	5	4	1	0
	PERCENT	0.0%	9.1%	45.5%	36.4%	9.1%	0.0%

TABLE 9, CONTINUED

1994-95 WRITING ASSESSMENT: GRADE 6
NUMBER AND PERCENT OF STUDENTS AT EACH HOLISTIC SCORE

DISTRICT	HOLISTIC SCORE	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
SANTA FE	NUMBER	96	200	343	225	67	12
	PERCENT	10.2%	21.2%	36.4%	23.9%	7.1%	1.3%
SANTA ROSA	NUMBER	6	14	32	11	1	0
	PERCENT	9.4%	21.9%	50.0%	17.2%	1.6%	0.0%
SILVER CITY	NUMBER	18	47	114	82	18	3
	PERCENT	6.4%	16.7%	40.4%	29.1%	6.4%	1.1%
SOCORRO	NUMBER	9	24	57	38	12	0
	PERCENT	6.4%	17.1%	40.7%	27.1%	8.6%	0.0%
SPRINGER	NUMBER	1	6	11	7	0	1
	PERCENT	3.8%	23.1%	42.3%	26.9%	0.0%	3.8%
TAOS	NUMBER	28	68	90	42	4	0
	PERCENT	12.1%	29.3%	38.8%	18.1%	1.7%	0.0%
TATUM	NUMBER	0	8	11	6	1	0
	PERCENT	0.0%	30.8%	42.3%	23.1%	3.8%	0.0%
TEXICO	NUMBER	19	11	7	6	0	0
	PERCENT	44.2%	25.6%	16.3%	14.0%	0.0%	0.0%
TRUTH OR CONSEQ.	NUMBER	36	42	40	11	0	0
	PERCENT	27.9%	32.6%	31.0%	8.5%	0.0%	0.0%
TUCUMCARI	NUMBER	10	32	41	6	0	0
	PERCENT	11.2%	36.0%	46.1%	6.7%	0.0%	0.0%
TULAROSA	NUMBER	0	8	47	37	7	0
	PERCENT	0.0%	8.1%	47.5%	37.4%	7.1%	0.0%
VAUGHN	NUMBER	0	0	5	1	1	0
	PERCENT	0.0%	0.0%	71.4%	14.3%	14.3%	0.0%
WAGON MOUND	NUMBER	3	2	3	2	1	0
	PERCENT	27.3%	18.2%	27.3%	18.2%	9.1%	0.0%
ZUNI	NUMBER	25	36	33	11	2	0
	PERCENT	23.4%	33.6%	30.8%	10.3%	1.9%	0.0%
STATEWIDE	NUMBER	2,352	5,474	7,758	4,435	895	170
	PERCENT	11.2%	26.0%	36.8%	21.0%	4.2%	0.8%

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TABLE 10

1992-93 to 1994-95 GRADE 3 ITBS BASIC COMPOSITE SCORES BASED ON MEDIAN PERCENTILE

District	1992-93		1993-94		1994-95	
	Score	Rank	Score	Rank	Score	Rank
ALAMOGORDO	49	21	55	19	55	19
ALBUQUERQUE	42	40	47	39	55	19
ANIMAS	37	54	68	6	40	57
ARTESIA	49	21	51	35	58	13
AZTEC	56	13	61	10	55	19
BELEN	35	56	33	71	36	62
BERNALILLO	25	75	26	83	26	82
BLOOMFIELD	35	56	33	71	40	57
CAPITAN	51	20	67	8	61	7
CARLSBAD	46	32	55	19	51	35
CARRIZOZO	63	7	80	3	55	19
CENTRAL	28	71	33	71	36	62
CHAMA VALLEY	34	66	33	71	51	35
CIMARRON	63	7	72	4	51	35
CLAYTON	49	21	61	10	61	7
CLOUDCROFT	16	85	68	6	55	19
CLOVIS	49	21	55	19	51	35
COBRE	35	56	33	71	33	70
CORONA	39	48	58	15	58	13
CUBA	28	71	35	68	36	62
DEMING	35	56	36	64	51	35
DES MOINES	52	16	61	10	68	4
DEXTER	32	68	33	71	33	70
DORA	75	2	89	1	82	1
DULCE	18	84	17	87	14	85
ELIDA	73	3	81	2	60	10
ESPANOLA	25	75	29	81	33	70
ESTANCIA	59	12	55	19	44	54
EUNICE	54	15	44	48	55	19
FARMINGTON	46	32	47	39	55	19
FLOYD	22	80	44	48	53	33
FT. SUMNER	49	21	58	15	72	3
GADSDEN	25	75	26	83	26	82
GALLUP	16	85	14	88	14	85
GRADY	56	13	47	39	61	7
GRANTS-CIBOLA	28	71	35	68	33	70
HAGERMAN	25	75	35	68	47	44
HATCH	19	82	26	83	26	82
HOBBS	46	32	55	19	58	13
HONDO VALLEY	39	48	44	48	29	80
HOUSE	37	54	54	33	60	10
JAL	49	21	55	19	68	4
JEMEZ MOUNTAIN	19	82	36	64	33	70
JEMEZ VALLEY	39	48	47	39	28	81
LAKE ARTHUR	25	75	39	62	46	53

TABLE 10, CONTINUED

1992-93 to 1994-95 GRADE 3 ITBS BASIC COMPOSITE SCORES BASED ON MEDIAN PERCENTILE

District	1992-93		1993-94		1994-95	
	Score	Rank	Score	Rank	Score	Rank
LAS CRUCES	35	56	40	58	40	57
LAS VEGAS CITY	46	32	51	35	47	44
LAS VEGAS WEST	35	56	36	64	36	62
LOGAN	52	16	44	48	55	19
LORDSBURG	41	46	33	71	33	70
LOS ALAMOS	70	4	72	4	75	2
LOS LUNAS	35	56	36	64	47	44
LOVING	42	40	44	48	33	70
LOVINGTON	42	40	55	19	55	19
MAGDALENA	22	80	44	48	55	19
MAXWELL	68	6	55	19	33	70
MELROSE	63	7	51	35	47	44
MESA VISTA	52	16	55	19	47	44
MORA	44	37	47	39	55	19
MORIARTY	49	21	55	19	53	33
MOSQUERO	61	11	33	71	35	69
MOUNTAINAIR	44	37	47	39	55	19
PECOS	34	66	33	71	40	57
PENASCO	49	21	40	58	47	44
POJOAQUE	41	46	40	58	36	62
PORTALES	52	16	58	15	51	35
QUEMADO	49	21	61	10	65	6
QUESTA	35	56	55	19	47	44
RATON	35	56	55	19	55	19
RESERVE	70	4	57	18	56	18
RIO RANCHO	-	-	-	-	47	44
ROSWELL	42	40	51	35	49	43
ROY	44	37	46	46	33	70
RUIDOSO	42	40	55	19	51	35
SAN JON	79	1	54	33	58	13
SANTA FE	35	56	44	48	47	44
SANTA ROSA	39	48	44	48	36	62
SILVER CITY	28	71	33	71	44	54
SOCORRO	42	40	44	48	40	57
SPRINGER	63	7	47	39	51	35
TAOS	39	48	46	46	44	54
TATUM	49	21	61	10	60	10
TEXICO	49	21	65	9	58	13
TRUTH OR CONSEQ.	32	68	29	81	33	70
TUCUMCARI	46	32	40	58	55	19
TULAROSA	39	48	55	19	36	62
VAUGHN	31	70	38	63	14	85
WAGON MOUND	16	85	44	48	7	89
ZUNI	11	88	19	86	14	85
STATEWIDE	39		44		47	

TABLE 11

1992-93 to 1994-95 GRADE 5 ITBS BASIC COMPOSITE SCORES BASED ON MEDIAN PERCENTILE

District	1992-93		1993-94		1994-95	
	Score	Rank	Score	Rank	Score	Rank
ALAMOGORDO	48	26	52	21	55	21
ALBUQUERQUE	48	26	49	29	55	21
ANIMAS	45	37	46	44	49	42
ARTESIA	51	19	55	15	52	30
AZTEC	51	19	52	21	51	39
BELEN	40	52	38	67	38	67
BERNALILLO	26	80	27	83	24	81
BLOOMFIELD	40	52	38	67	41	63
CAPITAN	65	3	66	7	58	13
CARLSBAD	48	26	52	21	52	30
CARRIZOZO	47	35	44	49	66	5
CENTRAL	26	80	27	83	32	76
CHAMA VALLEY	40	52	49	29	48	51
CIMARRON	51	19	57	14	63	6
CLAYTON	56	14	52	21	60	10
CLOUDCROFT	51	19	60	11	60	10
CLOVIS	42	46	49	29	49	42
COBRE	34	70	35	77	44	58
CORONA	13	88	47	43	41	63
CUBA	19	84	27	83	22	85
DEMING	34	70	38	67	49	42
DES MOINES	61	9	59	12	62	8
DEXTER	29	77	38	67	31	78
DORA	59	11	52	21	58	13
DULCE	40	52	44	49	27	80
ELIDA	40	52	86	1	83	2
ESPANOLA	31	76	35	77	35	71
ESTANCIA	62	6	38	67	55	21
EUNICE	45	37	46	44	52	30
FARMINGTON	48	26	52	21	58	13
FLOYD	34	70	49	29	24	81
FT. SUMNER	50	25	66	7	55	21
GADSDEN	23	82	27	83	22	85
GALLUP	19	84	17	87	22	85
GRADY	54	16	73	5	58	13
GRANTS-CIBOLA	40	52	35	77	38	67
HAGERMAN	37	63	44	49	34	74
HATCH	34	70	38	67	22	85
HOBBS	42	46	52	21	52	30
HONDO VALLEY	45	37	49	29	49	42
HOUSE	72	1	44	49	43	62
JAL	47	35	46	44	58	13
JEMEZ MOUNTAIN	17	87	41	62	32	76
JEMEZ VALLEY	40	52	46	44	55	21
LAKE ARTHUR	45	37	30	82	24	81

TABLE 11, CONTINUED

1992-93 to 1994-95 GRADE 5 ITBS BASIC COMPOSITE SCORES BASED ON MEDIAN PERCENTILE

District	1992-93 Score	1992-93 Rank	1993-94 Score	1993-94 Rank	1994-95 Score	1994-95 Rank
LAS CRUCES	45	37	44	49	49	42
LAS VEGAS CITY	51	19	55	15	58	13
LAS VEGAS WEST	34	70	38	67	41	63
LOGAN	59	11	64	10	57	19
LORDSBURG	42	46	55	15	44	58
LOS ALAMOS	72	1	71	6	74	3
LOS LUNAS	36	68	44	49	49	42
LOVING	37	63	41	62	52	30
LOVINGTON	34	70	41	62	46	52
MAGDALENA	62	6	49	29	24	81
MAXWELL	48	26	86	1	31	78
MELROSE	59	11	58	13	55	21
MESA VISTA	48	26	44	49	55	21
MORA	29	77	35	77	46	52
MORIARTY	56	14	55	15	60	10
MOSQUERO	48	26	38	67	46	52
MOUNTAINAIR	45	37	32	81	52	30
PECOS	42	46	46	44	44	58
PENASCO	42	46	55	15	49	42
POJOAQUE	42	46	49	29	46	52
PORTALES	48	26	49	29	55	21
QUEMADO	37	63	75	3	56	20
QUESTA	45	37	49	29	35	71
RATON	40	52	49	29	44	58
RESERVE	62	6	66	7	62	8
RIO RANCHO	-	-	-	-	52	30
ROSWELL	45	37	49	29	52	30
ROY	54	16	43	59	63	6
RUIDOSO	40	52	49	29	46	52
SAN JON	53	18	44	49	88	1
SANTA FE	51	19	49	29	49	42
SANTA ROSA	40	52	38	67	38	67
SILVER CITY	37	63	44	49	41	63
SOCORRO	36	68	43	59	37	70
SPRINGER	61	9	41	62	51	39
TAOS	40	52	52	21	46	52
TATUM	64	5	55	15	55	21
TEXICO	65	3	40	66	68	4
TRUTH OR CONSEQ.	45	37	44	49	35	71
TUCUMCARI	48	26	49	29	52	30
TULAROSA	37	63	38	67	49	42
VAUGHN	28	79	43	59	50	41
WAGON MOUND	19	84	74	4	34	74
ZUNI	22	83	14	88	17	89
STATEWIDE	42		46		49	

TABLE 12

1992-93 to 1994-95 GRADE 8 ITBS BASIC COMPOSITE SCORES BASED ON MEDIAN PERCENTILE

District	1992-93		1993-94		1994-95	
	Score	Rank	Score	Rank	Score	Rank
ALAMOGORDO	44	24	47	22	49	17
ALBUQUERQUE	45	19	49	17	47	18
ANIMAS	52	12	47	22	53	10
ARTESIA	39	36	40	47	42	32
AZTEC	45	19	51	15	42	32
BELEN	33	59	34	63	30	72
BERNALILLO	26	78	22	87	22	86
BLOOMFIELD	NA	NA	36	55	32	66
CAPITAN	41	31	53	13	42	32
CARLSBAD	37	43	45	30	41	41
CARRIZOZO	61	5	44	39	56	9
CENTRAL	28	75	27	82	23	83
CHAMA VALLEY	33	5	53	13	44	26
CIMARRON	57	7	61	6	69	2
CLAYTON	54	9	58	10	45	24
CLOUDCROFT	59	6	55	12	62	4
CLOVIS	41	31	47	22	40	42
COBRE	29	71	28	81	36	56
CORONA	29	71	49	17	44	26
CUBA	29	71	27	82	27	77
DEMING	35	52	27	82	28	74
DES MOINES	41	31	84	1	47	18
DEXTER	32	64	31	73	42	32
DORA	31	65	60	7	61	6
DULCE	20	85	30	74	12	89
ELIDA	70	1	45	30	38	49
ESPANOLA	31	65	35	61	27	77
ESTANCIA	35	52	38	51	31	70
EUNICE	29	71	32	70	28	74
FARMINGTON	43	25	45	30	45	24
FLOYD	43	25	34	63	42	32
FT. SUMNER	43	25	48	19	58	8
GADSDEN	21	83	25	86	19	87
GALLUP	21	83	30	74	25	79
GRADY	66	3	62	5	43	31
GRANTS-CIBOLA	35	52	34	63	37	55
HAGERMAN	26	78	39	50	28	74
HATCH	50	15	36	55	34	62
HOBBS	35	52	40	47	42	32
HONDO VALLEY	33	59	41	45	69	2
HOUSE	52	12	63	4	60	7
JAL	45	19	42	40	36	56
JEMEZ MOUNTAIN	28	75	42	40	35	61
JEMEZ VALLEY	39	36	40	47	31	70
LAKE ARTHUR	45	19	36	55	39	47

TABLE 12, CONTINUED

1992-93 to 1994-95 GRADE 8 ITBS BASIC COMPOSITE SCORES BASED ON MEDIAN PERCENTILE

District	1992-93		1993-94		1994-95	
	Score	Rank	Score	Rank	Score	Rank
LAS CRUCES	37	43	38	51	38	49
LAS VEGAS CITY	38	42	38	51	42	32
LAS VEGAS WEST	23	82	30	74	25	79
LOGAN	66	3	57	11	62	4
LORDSBURG	37	43	51	15	36	56
LOS ALAMOS	70	1	67	2	71	1
LOS LUNAS	31	65	34	63	36	56
LOVING	40	35	32	70	24	82
LOVINGTON	33	59	42	40	30	72
MAGDALENA	41	31	45	30	38	49
MAXWELL	25	81	34	63	32	66
MELROSE	52	12	60	7	32	66
MESA VISTA	31	65	41	45	25	79
MORA	31	65	30	74	32	66
MORIARTY	50	15	47	22	47	18
MOSQUERO	57	7	27	82	51	15
MOUNTAINAIR	28	75	29	80	39	47
PECOS	31	65	36	55	34	62
PENASCO	36	50	34	63	52	13
POJOAQUE	36	50	45	30	38	49
PORTALES	53	10	47	22	52	13
QUEMADO	50	15	32	70	47	18
QUESTA	45	19	30	74	38	49
RATON	35	52	36	55	34	62
RESERVE	43	25	36	55	44	26
RIO RANCHO	-	-	-	-	53	10
ROSWELL	43	25	47	22	51	15
ROY	53	10	64	3	53	10
RUIDOSO	37	43	42	40	40	42
SAN JON	39	36	60	7	40	42
SANTA FE	47	18	45	30	38	49
SANTA ROSA	37	43	38	51	23	83
SILVER CITY	37	43	45	30	36	56
SOCORRO	39	36	42	40	42	32
SPRINGER	33	59	48	19	44	26
TAOS	43	25	47	22	40	42
TATUM	35	52	45	30	46	23
TEXICO	37	43	48	19	47	18
TRUTH OR CONSEQ.	35	52	47	22	33	65
TUCUMCARI	39	36	35	61	40	42
TULAROSA	26	78	34	63	42	32
VAUGHN	39	36	45	30	23	83
WAGON MOUND	17	86	30	74	44	26
ZUNI	13	87	16	88	18	88
STATEWIDE	39		42		40	

TABLE 13

1991-92 to 1993-94 ACT COMPOSITE SCORES AND DISTRICT RANKINGS

District	1991-92		1992-93		1993-94	
	Score	Rank	Score	Rank	Score	Rank
ALAMOGORDO	21.2	6	21.5	6	21.1	6
ALBUQUERQUE	21.2	6	21.3	7	21.2	5
ANIMAS	18.4	49	18.9	42	19.5	37
ARTESIA	19.5	30	19.5	29	19.4	39
AZTEC	19.1	37	19.8	25	19.9	28
BELEN	19.0	40	19.1	39	19.3	41
BERNALILLO	17.5	69	17.4	71	17.5	71
BLOOMFIELD	20.9	9	19.9	19	19.9	28
CAPITAN	18.2	50	19.6	28	18	59
CARLSBAD	20.2	16	20.9	10	20.2	22
CARRIZOZO	22.6	3	21.7	5	19.3	41
CENTRAL	17.1	77	17.5	67	17.5	71
CHAMA VALLEY	17.5	69	18.1	56	16.5	83
CIMARRON	18.0	56	17.9	63	20.9	7
CLAYTON	21.4	5	20	18	18.9	46
CLOUDCROFT	20.6	12	21.2	9	19.7	34
CLOVIS	20.9	9	21.3	7	20.9	7
COBRE	17.7	61	18.1	56	17.2	76
CORONA	18.0	56	17.6	66	23	2
CUBA	17.5	69	15.5	85	16	84
DEMING	19.6	28	19.9	19	19.7	34
DES MOINES	17.6	64	21.8	4	20.6	14
DEXTER	18.2	50	19.1	39	17.1	78
DORA	17.6	64	19.4	32	19.8	33
DULCE	15.9	87	15.2	87	15.8	85
ELIDA	17.7	61	18	60	20.4	17
ESPANOLA	17.9	59	17.1	74	17.8	65
ESTANCIA	18.6	43	18.6	46	17.2	76
EUNICE	18.2	50	17.1	74	18.9	46
FARMINGTON	19.9	22	20.5	13	20.4	17
FLOYD	17.7	61	18	60	19.6	36
FORT SUMNER	18.5	46	18.6	46	20	26
GADSDEN	18.1	54	17.5	67	17.5	71
GALLUP	17.0	78	17.1	74	17.1	78
GRADY	20.0	18	22.1	3	18.4	52
GRANTS/CIBOLA	19.0	40	18.7	44	18.2	55
HAGERMAN	17.5	69	19.3	33	20.7	13
HATCH	17.9	59	17.5	67	17.9	63
HOBBS	20.1	17	19.9	19	20.2	22
HONDO VALLEY	17.2	75	16.7	79	16.8	82
HOUSE	22.8	2	18.5	51	17.8	65
JAL	18.5	46	19.1	39	19.3	41
JEMEZ MOUNTAIN	16.6	82	16.4	83	17.6	68
JEMEZ VALLEY	17.2	75	17.9	63	18	59

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TABLE 13, CONTINUED

1991-92 to 1993-94 ACT COMPOSITE SCORES AND DISTRICT RANKINGS

District	1991-92		1992-93		1993-94	
	Score	Rank	Score	Rank	Score	Rank
LAKE ARTHUR	16.3	85	16.3	84	18.7	50
LAS CRUCES	20.6	12	20.8	11	20.8	9
LAS VEGAS CITY	19.5	30	19.9	19	19.9	28
LAS VEGAS WEST	16.9	79	17	78	17.6	68
LOGAN	18.7	42	19.3	33	20.8	9
LORDSBURG	17.6	64	18.4	54	15.8	85
LOS ALAMOS	24.8	1	24	1	24.5	1
LOS LUNAS	19.9	22	19.5	29	19.2	44
LOVING	16.9	79	16.5	81	17.1	78
LOVINGTON	19.3	34	19.8	25	19.2	44
MAGDALENA	17.6	64	17.2	73	17.4	74
MAXWELL	19.4	33	16.5	81	21.5	4
MELROSE	19.1	37	18.5	51	19.9	28
MESA VISTA	16.0	86	18.1	56	17.9	63
MORA	19.3	34	16.7	79	18	59
MORIARTY	21.6	4	20.6	12	20.4	17
MOSQUERO	16.4	84	19.5	29	18.3	54
MOUNTAINAIR	16.5	83	15.2	87	17.7	67
PECOS	18.0	56	17.5	67	17.1	78
PENASCO	18.5	46	19.3	33	18.4	52
POJOAQUE	20.0	18	19.3	33	20.5	16
PORTALES	20.6	12	19.9	19	20.2	22
QUEMADO	19.6	28	22.4	2	21.6	3
QUESTA	16.9	79	17.1	74	17.4	74
RATON	18.6	43	18.1	56	20.2	22
RESERVE	21.1	8	18.6	46	18.8	48
ROSWELL	20.7	11	20.4	14	20.6	14
ROY	20.0	18	18	60	20.3	21
RUIDOSO	19.8	26	20.3	16	20	26
SAN JON	17.6	64	17.9	63	18.1	58
SANTA FE	20.5	15	20.4	14	20.8	9
SANTA ROSA	18.6	43	18.6	46	19.5	37
SILVER CITY	19.5	30	19.2	38	18.6	51
SOCORRO	19.9	22	18.8	43	19.9	28
SPRINGER	17.3	73	18.2	55	18.2	55
TAOS	19.7	27	18.6	46	20.8	9
TATUM	18.2	50	18.5	51	17.6	68
TEXICO	19.1	37	20.1	17	20.4	17
TRUTH OR CONSEQ.	19.9	22	19.3	33	18.8	48
TUCUMCARI	20.0	18	18.7	44	19.4	39
TULAROSA	18.1	54	19.9	19	18.2	55
VAUGHN	19.3	34	17.4	71	15.1	87
WAGON MOUND	17.3	73	19.8	25	18	59
ZUNI	14.9	88	15.3	86	14.9	88

Source: 1994 New Mexico ACT-Test Graduates - Scores by School District

TABLE 14
1994-95 ITBS AND 1993-94 ACT BY SCHOOL CLUSTER

District	ITBS GRADE 3		ITBS GRADE 5		ITBS GRADE 8		ACT SCORES	
	1994-95 State Rank	1994-95 Cluster Rank	1994-95 State Rank	1994-95 Cluster Rank	1994-95 State Rank	1994-95 Cluster Rank	1993-94 State Rank	1993-94 Cluster Rank
ALBUQUERQUE	19	3	21	3	18	4	5	2
ARTESIA	13	2	30	5	32	5	39	11
BELEN	62	16	67	16	72	16	41	13
BLOOMFIELD	57	13	63	14	66	15	28	8
GADSDEN	82	18	85	18	87	18	71	17
LAS CRUCES	57	13	42	8	49	10	9	3
LAS VEGAS CITY	44	7	13	2	32	5	28	8
LOS ALAMOS	2	1	3	1	1	1	1	1
LOS LUNAS	44	7	42	8	56	13	44	14
LOVINGTON	19	3	52	11	72	16	44	14
POJOAQUE	62	16	52	11	49	10	16	6
PORTALES	35	6	21	3	13	3	22	7
RIO RANCHO	44	7	30	5	10	2	NA	NA
SANTA FE	44	7	42	8	49	10	9	3
SILVER CITY	54	11	63	14	56	13	51	16
SOCORRO	57	13	70	17	32	5	28	8
TAOS	54	11	52	11	42	8	9	3
TUCUMCARI	19	3	30	5	42	8	39	11
ANIMAS	57	18	42	17	10	7	37	11
CAPITAN	7	4	13	10	32	15	59	18
CARRIZOZO	19	12	5	3	9	6	41	12
CIMARRON	35	16	6	4	2	1	7	3
CLAYTON	7	4	10	8	24	11	46	13
CLOUDCROFT	19	12	10	8	4	2	34	10
CORONA	13	9	63	19	26	12	2	1
DES MOINES	4	2	8	6	18	9	14	5
DORA	1	1	13	10	6	4	33	9
ELIDA	10	7	2	2	49	17	17	6
EUNICE	19	12	30	16	74	19	46	13
GRADY	7	4	13	10	31	14	52	16
HOUSE	10	7	62	18	7	5	65	19
LOGAN	19	12	19	13	4	2	9	4
MELROSE	44	17	21	15	66	18	28	8
QUEMADO	6	3	20	14	18	9	3	2
RESERVE	18	11	8	6	26	12	48	15
ROY	70	19	6	4	10	7	21	7
SAN JON	13	9	1	1	42	16	58	17
BERNALILLO	82	11	81	11	86	13	71	6
CENTRAL	62	4	76	10	83	10	71	6
COBRE	70	7	58	4	56	5	76	10
DEMING	35	2	42	2	74	7	34	1
ESPANOLA	70	7	71	8	77	8	65	5
GALLUP	85	12	85	13	79	9	78	11
GRANTS/CIBOLA	70	7	67	6	55	4	55	3
LORDSBURG	70	7	58	4	56	5	85	12

TABLE 14, CONTINUED
1994-95 ITBS AND 1993-94 ACT BY SCHOOL CLUSTER

District	ITBS GRADE 3		ITBS GRADE 5		ITBS GRADE 8		ACT SCORES	
	1994-95 State Rank	1994-95 Cluster Rank	1994-95 State Rank	1994-95 Cluster Rank	1994-95 State Rank	1994-95 Cluster Rank	1993-94 State Rank	1993-94 Cluster Rank
MAGDALENA	19	1	81	11	49	2	74	8
QUESTA	44	3	71	8	49	2	74	8
SANTA ROSA	62	4	67	6	83	10	37	2
TULAROSA	62	4	42	2	32	1	55	3
VAUGHN	85	12	41	1	83	10	87	13
DEXTER	70	9	78	8	32	4	78	10
ESTANCIA	54	8	21	3	70	9	76	9
FLOYD	33	5	81	10	32	4	36	5
FORT SUMNER	3	1	21	3	8	1	26	4
HAGERMAN	44	6	74	7	74	10	13	2
JAL	4	2	13	2	56	7	41	6
LAKE ARTHUR	53	7	81	10	47	6	50	7
LOVING	70	9	30	6	82	11	78	10
MAXWELL	70	9	78	8	66	8	4	1
TATUM	10	3	21	3	23	3	68	8
TEXICO	13	4	4	1	18	2	17	3
CHAMA VALLEY	35	4	51	7	26	4	83	15
CUBA	62	9	85	16	77	14	84	16
DULCE	85	16	80	15	89	18	85	17
HATCH	82	15	85	16	62	9	63	8
HONDO VALLEY	80	13	42	5	2	1	82	14
JEMEZ MOUNTAIN	70	12	76	14	61	8	68	11
JEMEZ VALLEY	81	14	21	1	70	13	59	5
LAS VEGAS WEST	62	9	63	12	79	15	68	11
MESA VISTA	44	6	21	1	79	15	63	8
MORA	19	1	52	8	66	12	59	5
MOSQUERO	69	11	52	8	15	3	54	3
MOUNTAINAIR	19	1	30	3	47	7	67	10
PECOS	57	8	58	10	62	9	78	13
PENASCO	44	6	42	5	13	2	52	2
RATON	19	1	58	10	62	9	22	1
SPRINGER	35	4	39	4	26	4	55	4
WAGON MOUND	89	18	74	13	26	4	59	5
ZUNI	85	16	89	18	88	17	88	18
ALAMOGORDO	19	2	21	3	17	2	6	1
AZTEC	19	2	39	7	32	5	28	9
CARLSBAD	35	6	30	4	41	7	22	6
CLOVIS	35	6	42	8	42	8	7	2
FARMINGTON	19	2	13	2	24	4	17	4
HOBBS	13	1	30	4	32	5	22	6
MORIARTY	33	5	10	1	18	3	17	4
ROSWELL	43	9	30	4	15	1	14	3
RUIDOSO	35	6	52	9	42	8	26	8
TRUTH OR CONSEQ.	70	10	71	10	65	10	48	10

TABLE 15

HIGH SCHOOL COMPETENCY EXAMINATION
Percent of Grade 10 Students Passing All Subtests on First Attempt

District	1992-93 Percent	1992-93 Rank	1993-94 Percent	1993-94 Rank	1994-95 Percent	1994-95 Rank
ALAMOGORDO	90.6%	25	88.6%	20	91.1%	29
ALBUQUERQUE	89.4%	28	86.3%	29	90.7%	30
ANIMAS	83.9%	48	78.4%	51	90.0%	31
ARTESIA	78.9%	66	74.2%	60	85.3%	51
AZTEC	88.4%	33	86.8%	28	93.6%	20
BELEN	77.8%	61	77.5%	52	79.9%	71
BERNALILLO	59.6%	86	67.1%	79	76.6%	76
BLOOMFIELD	84.0%	47	80.3%	41	91.4%	28
CAPITAN	86.2%	41	87.0%	27	89.6%	34
CARLSBAD	86.4%	39	74.8%	57	85.9%	50
CARRIZOZO	100.0%	1	75.0%	54	83.3%	58
CENTRAL	78.4%	68	76.9%	53	82.1%	64
CHAMA VALLEY	83.9%	48	92.3%	10	81.3%	66
CIMARRON	100.0%	1	93.1%	7	94.7%	18
CLAYTON	89.2%	29	78.7%	49	96.3%	14
CLOUDCROFT	94.7%	16	92.7%	9	97.8%	9
CLOVIS	82.7%	53	80.2%	42	80.9%	67
COBRE	81.9%	59	64.1%	82	80.3%	68
CORONA	100.0%	1	81.8%	40	71.4%	84
CUBA	58.5%	87	69.4%	72	67.7%	87
DEMING	86.3%	40	85.2%	33	84.4%	54
DES MOINES	90.0%	26	85.7%	31	100.0%	1
DEXTER	82.3%	57	67.7%	78	83.0%	61
DORA	88.2%	34	71.4%	65	83.3%	58
DULCE	80.0%	64	68.2%	76	69.7%	86
ELIDA	88.9%	30	78.6%	50	100.0%	1
ESPANOLA	71.9%	80	65.1%	81	82.4%	63
ESTANCIA	79.2%	65	71.1%	68	92.5%	23
EUNICE	88.9%	30	63.5%	83	76.6%	76
FARMINGTON	87.4%	36	83.0%	39	86.9%	48
FLOYD	90.9%	23	93.3%	6	95.8%	15
FT. SUMNER	90.9%	23	87.1%	25	96.7%	12
GADSDEN	67.1%	83	69.1%	73	73.3%	82
GALLUP	74.7%	74	68.7%	74	74.5%	80
GRADY	100.0%	1	92.8%	8	87.5%	44
GRANTS-CIBOLA	78.3%	69	78.8%	47	83.7%	56
HAGERMAN	94.7%	16	71.4%	65	92.3%	24
HATCH	60.3%	85	60.6%	84	80.3%	68
HOBBS	82.2%	58	79.7%	43	82.7%	62
HONDO VALLEY	100.0%	1	100.0%	1	92.3%	24
HOUSE	100.0%	1	75.0%	54	100.0%	1
JAL	82.9%	52	87.1%	25	87.2%	46
JEMEZ MOUNTAIN	94.7%	16	78.8%	47	84.8%	52
JEMEZ VALLEY	71.4%	81	71.9%	64	77.3%	74
LAKE ARTHUR	100.0%	1	50.0%	87	100.0%	1

TABLE 15, CONTINUED

HIGH SCHOOL COMPETENCY EXAMINATION
Percent of Grade 10 Students Passing All Subtests on First Attempt

District	1992-93 Percent	1992-93 Rank	1993-94 Percent	1993-94 Rank	1994-95 Percent	1994-95 Rank
LAS CRUCES	85.7%	42	85.2%	33	87.7%	42
LAS VEGAS CITY	91.8%	20	90.5%	15	91.7%	27
LAS VEGAS WEST	78.9%	66	72.0%	63	83.6%	57
LOGAN	83.3%	51	83.3%	38	96.4%	13
LORDSBURG	82.7%	53	85.2%	35	78.9%	72
LOS ALAMOS	97.0%	15	96.3%	4	97.4%	10
LOS LUNAS	87.5%	35	85.6%	32	83.3%	58
LOVING	73.0%	77	89.7%	17	75.8%	78
LOVINGTON	82.5%	55	74.5%	59	84.1%	55
MAGDALENA	47.1%	88	66.7%	80	72.7%	83
MAXWELL	72.7%	78	72.4%	61	88.9%	38
MELROSE	94.7%	16	100.0%	1	100.0%	1
MESA VISTA	85.3%	44	72.7%	61	73.5%	81
MORA	81.0%	61	56.8%	86	87.8%	41
MORIARTY	97.7%	14	91.7%	12	95.6%	16
MOSQUERO	100.0%	1	50.0%	87	100.0%	1
MOUNTAINAIR	81.3%	60	60.0%	85	88.0%	40
PECOS	72.5%	79	70.4%	70	75.0%	79
PENASCO	77.4%	71	79.2%	45	89.7%	33
POJOAQUE	84.9%	45	84.8%	36	87.3%	45
PORTALES	81.0%	61	90.9%	14	93.1%	21
QUEMADO	100.0%	1	87.5%	24	100.0%	1
QUESTA	77.2%	72	68.0%	77	89.5%	35
RATON	83.6%	50	79.2%	45	92.8%	22
RESERVE	100.0%	1	89.5%	18	100.0%	1
ROSWELL	84.8%	46	88.4%	21	86.1%	49
ROY	88.9%	30	100.0%	1	92.3%	24
RUIDOSO	91.4%	22	89.1%	19	97.4%	10
SAN JON	100.0%	1	88.0%	22	95.0%	17
SANTA FE	85.4%	43	79.5%	44	87.6%	43
SANTA ROSA	90.0%	26	70.8%	69	78.4%	73
SILVER CITY	91.8%	20	89.9%	16	88.9%	38
SOCORRO	75.6%	73	68.3%	75	81.9%	65
SPRINGER	100.0%	1	91.7%	12	76.9%	75
TAOS	80.4%	63	83.4%	37	84.7%	53
TATUM	87.0%	37	95.5%	5	90.0%	31
TEXICO	82.5%	55	87.9%	23	93.8%	19
TRUTH OR CONSEQ.	74.4%	75	86.2%	30	89.4%	37
TUCUMCARI	87.0%	37	92.1%	11	89.5%	35
TULAROSA	69.8%	82	74.6%	58	87.0%	47
VAUGHN	100.0%	1	71.4%	65	71.4%	84
WAGON MOUND	66.7%	84	75.0%	54	80.0%	70
ZUNI	73.9%	76	70.3%	71	66.3%	88
STATEWIDE	84.1%		81.6%		86.5%	

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FINANCIAL INDICATORS

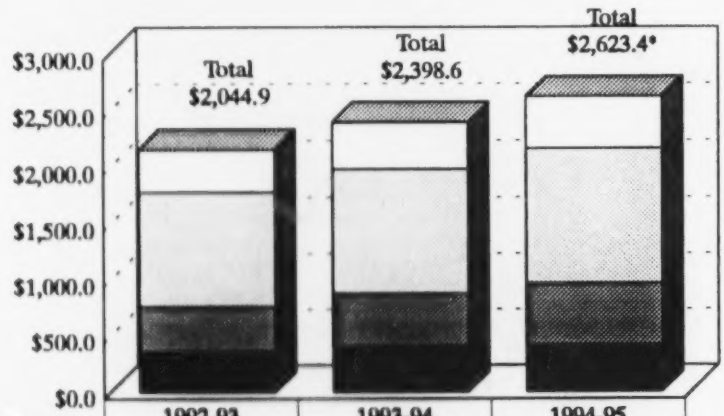
State General Fund Appropriations

Since the inception of the state's public school funding formula, known as the State Equalization Guarantee, more than 90 percent of the total operational funding flowing to the districts has come from state General Fund appropriations. Over the last three academic years, the actual amount of money appropriated for the schools has increased due to both enrollment growth and statutory changes, topping the one billion dollar mark for the third consecutive year in 1994-95. (See Figure 9).

FIGURE 9

NEW MEXICO GENERAL FUND APPROPRIATIONS

(In Millions)



	1992-93	1993-94	1994-95
Higher/Other Ed.	$376.3	$410.9	$450.6
Public Schools	$1,022.8	$1,106.7	$1,201.2
Health & Human Serv.	$397.4	$472.3	$543.8
Legis./Judicial/Gen. Govt.	$365.4	$408.7	$427.8

*Preliminary

Sources: "General Fund Financial Summary," DFA General Fund Report (8/10/94 & 9/29/95).

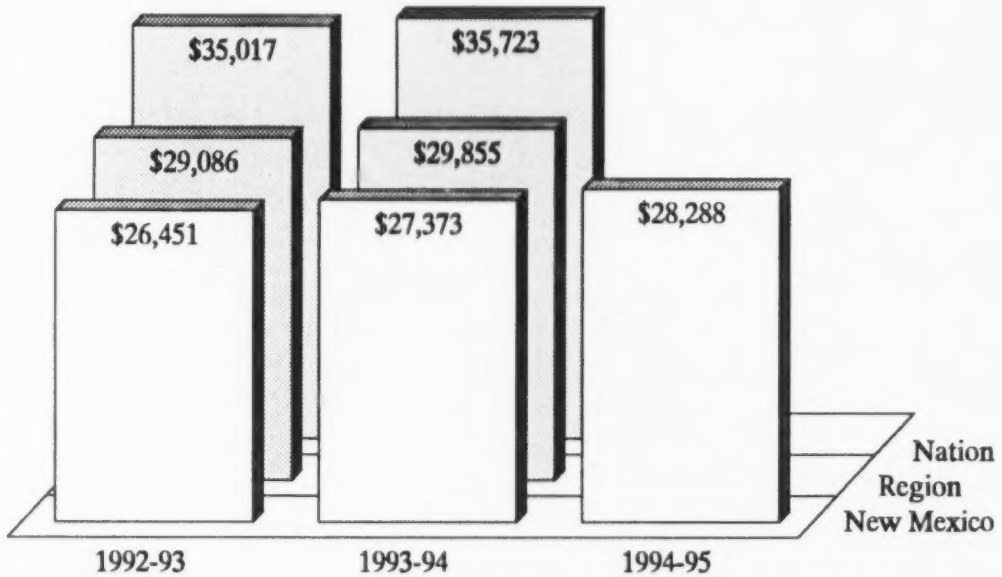
Average Teacher Salaries

Salaries reported for New Mexico teachers are the estimated actual average teacher salaries submitted by the districts with their tentative budget information for the following school year. From 1992-93 to 1993-94, the national average teacher's salary rose from $35,017 to $35,723 (2.02 percent), the regional from $29,086 to $29,855 (2.64 percent), and New Mexico's from $26,451 to $27,373 (3.49 percent), the largest gain in recent years. Based on its own salary data for 1993-94, the National Education Association ranked New Mexico 44th among all of the states and the District of Columbia. New Mexico's average returning teacher's salary for 1993-94 was $2,482 below the regional average and $8,350 below the national. (See Figure 10.) The region consists of the states of Arizona, Colorado, Oklahoma, Texas, Utah, and New Mexico. Table 13 includes average returning teachers' salaries and district rankings for a three-year period.

FIGURE 10

AVERAGE TEACHER SALARIES

1992-93 to 1994-95



NOTE: National and regional average teacher salaries for 1994-95 are not available as this document goes to press.

Sources: "Rankings of the States" NEA, 1994 (revised 1991-92 and initial 1992-93 national and regional salaries); "A First Look at New Mexico Public School Budgets," SDE,1992-93, 1993-94, and 1994-95 (in press).

Percent of Net Operating Budget Spent for Salaries

Table 17 shows the various percentages of districts' net operating budgets spent on salaries for certified teachers, administration, support personnel, and non-certified staff. A new chart of accounts was approved for use beginning with the 1993-94 school year, bringing greater uniformity to the way job classifications are assigned expenditure codes. Note, however, that small districts may appear to have a disproportionately high administrative cost resulting from a basic level of spending required despite a smaller number of students enrolled.

Certified teachers include teachers in grades one through twelve, special education instructors, kindergarten teachers, and preschool teachers (expenditure codes 01-1411, 01-1412, 01-1413, and 01-1414). Administration is defined as superintendents and their associates and assistants charged to the administration series (expenditure codes 03-1111, 03-1113, and 03-1114). Support personnel include instructional and library/media assistants, principals, coordinators/subject matter specialists, library/media specialists, guidance counselors, registered nurses, and special education ancillary personnel (expenditure codes 01-1711, 01-1712, 01-1713, 01-1714, 02-1112, 02-1211, 02-1212, 02-1213, 02-1214, 02-1215, 02-1311, 02-1312, 02-1313, 02-1314, 02-1315, 02-1316, 02-1317, and 02-1318). Non-certified personnel include business office personnel, secretary/clerical/technical staff, data processing staff, health assistants, custodial and maintenance staff, and others (expenditure codes 02-1216, 02-1217, 02-1218, 02-1219, 02-1319, 02-1511, 02-1623, 03-1217, 03-1511, 04-1115, 04-1217, 04-1220, 04-1511, 04-1616, 05-1113, 05-1114, 05-1217, 05-1614, and 05-1615).

Total Expenditures per Student and District Rankings

Net operational expenditures include those district costs that are most closely associated with the instructional process. These include expenditures for direct instruction, such as teachers' salaries and supplies and materials, for instructional support, for administration, for business and support services, and for the maintenance and operation of the physical plant (buildings and grounds). Total operational expenditures include net operational expenditures plus the costs incurred for food services, exclusive of special revenue; athletics, exclusive of special revenue; non-instructional support; community services, such as adult education and after school programs; and operationally funded capital outlay. Because a new chart of accounts became operative with the 1993-94 school year, comparisons of 1993-94 and 1994-95 net operational and total operational costs per student membership to those of prior years should be made with caution.

Table 18 provides net operational expenditures per student for all districts as well as each district's statewide rankings. Table 19 provides total operational expenditures per student for all districts and each district's statewide rankings.

Administrative Expenditures per Student and District Rankings

The percentage of each district's operational budget spent on a per student membership basis for costs listed as administrative by the districts in their budget reports is shown in Table 20. These costs include the salaries of the district superintendent and any administrative associates or assistants, secretarial/clerical/technical support, supplies and materials, and school board expenses. Please bear in mind that small districts will tend to have higher expenditures per student membership because of lower student enrollments.

Percent of Budget for Selected Programs

Table 21 indicates the percentage of each district's total operational and federal programs budget derived from Elementary and Secondary Education Act (ESEA) Chapter I funding (basic and migrant), ESEA Title VII Bilingual funding, and the United States Department of Agriculture Free and Reduced Lunch Program (free and reduced price breakfasts are not included). Also reported is the percentage of each district's total operational and federal programs budget made up of all federal programs funding (fund code 24000) and the USDA Free and Reduced Lunch Program. Contributions from these combined sources range from a low of 1.40 percent in Los Alamos to a high of 49.48 percent in Mesa Vista.

Percent of Students Served by Selected Programs

Table 22 shows the percent of student membership served by Chapter I (basic and migrant), Title VII Bilingual Education, and state funded special education, as well as the percent of free and reduced price lunches served under the USDA's Free and Reduced Lunch Program. Other than state funded special education, these are federal programs supported by federal dollars.

State Special Education Revenue

The method by which New Mexico provides operational revenue to its school districts recognizes that the costs of providing an appropriate education for all students will vary according to individual student needs. Table 23 indicates the amount of money generated by special education students in each district and in the state as a whole. In addition, the percentage of the total operational expenditures represented by the allotted special education revenue is shown. However, because individual districts are responsible for establishing their own budgets, subject to state approval, the figures given in this table do not represent actual special education expenditures.

TABLE 16
AVERAGE RETURNING TEACHER SALARIES WITHOUT INCREMENT
SCHOOL YEARS 1992-93 TO 1994-95

District	1992-93		1993-94*		1994-95**	
	Salary	Rank	Salary	Rank	Salary	Rank
ALAMOGORDO	$25,659	49	$26,831	52	$27,563	45
ALBUQUERQUE	$27,024	29	$27,387	40	$28,704	24
ANIMAS	$23,281	82	$24,126	84	$25,185	66
ARTESIA	$27,862	16	$28,635	21	$29,540	15
AZTEC	$24,706	66	$25,587	69	$26,523	55
BELEN	$24,449	69	$25,757	66	$26,287	58
BERNALILLO	$27,213	28	$28,415	24	$29,004	21
BLOOMFIELD	$25,111	57	$26,504	58	$27,800	36
CAPITAN	$26,424	36	$27,376	41	$27,666	41
CARLSBAD	$29,957	9	$31,317	7	NA	NA
CARRIZOZO	$24,329	74	$24,773	80	$25,518	64
CENTRAL	$28,716	11	$29,254	13	$30,825	7
CHAMA VALLEY	$25,778	45	$27,484	38	NA	NA
CIMARRON	$27,568	22	$28,066	31	$30,088	12
CLAYTON	$27,642	20	$28,854	19	$28,865	22
CLOUDCROFT	$28,017	13	$28,217	28	$29,480	17
CLOVIS	$26,534	34	$27,989	32	$28,418	30
COBRE	$24,081	76	$25,519	73	NA	NA
CORONA	$20,636	87	$23,452	87	$23,056	69
CUBA	$30,981	6	$32,967	1	$33,726	1
DEMING	$25,707	48	$26,309	60	$27,317	49
DES MOINES	$22,904	85	$23,564	86	$24,163	68
DEXTER	$27,855	17	$28,858	18	$28,297	32
DORA	$27,011	30	$29,003	15	$26,780	53
DULCE	$26,378	38	$27,395	39	NA	NA
ELIDA	$21,965	86	$24,345	82	$25,263	65
ESPANOLA	$24,705	67	$25,550	70	NA	NA
ESTANCIA	$24,552	68	$25,540	71	$26,577	54
EUNICE	$25,753	46	$27,229	43	$27,941	34
FARMINGTON	$26,264	40	$27,178	45	$27,577	43
FLOYD	$23,420	80	$25,508	74	$25,712	62
FT. SUMNER	$26,098	43	$25,481	75	$26,784	51
GADSDEN	$23,939	78	$26,083	64	NA	NA
GALLUP	$24,756	65	$25,141	78	$27,396	47
GRADY	$23,320	81	$23,806	85	$24,282	67
GRANTS	$24,348	73	$25,663	68	$27,243	50
HAGERMAN	$26,420	37	$26,191	62	$27,347	48
HATCH	$29,514	10	$31,232	8	NA	NA
HOBBS	$26,262	41	$26,648	54	NA	NA
HONDO VALLEY	$24,777	64	$25,455	76	$27,778	38
HOUSE	$24,408	72	$23,384	88	$26,013	61
JAL	$32,944	2	$32,282	5	$32,423	4
JEMEZ MOUNTAIN	$28,004	14	$29,324	11	NA	NA
JEMEZ VALLEY	$24,891	62	$24,955	79	$27,674	40
LAKE ARTHUR	$25,087	58	$26,600	55	$26,250	59
LAS CRUCES	$24,961	60	$27,596	37	$27,793	37
LAS VEGAS CITY	$25,038	59	$26,841	51	$27,571	44

TABLE 16, CONTINUED
AVERAGE RETURNING TEACHER SALARIES WITHOUT INCREMENT
SCHOOL YEARS 1992-93 TO 1994-95

District	1992-93		1993-94*		1994-95**	
	Salary	Rank	Salary	Rank	Salary	Rank
LAS VEGAS WEST	$25,745	47	$26,224	61	NA	NA
LOGAN	$27,467	25	$28,388	25	$30,582	11
LORDSBURG	$25,169	56	$26,548	56	$27,913	35
LOS ALAMOS	$36,981	1	$32,434	4	NA	NA
LOS LUNAS	$24,919	61	$25,670	67	$26,504	56
LOVING	$30,064	8	$30,015	9	$29,593	14
LOVINGTON	$27,378	27	$28,170	29	NA	NA
MAGDALENA	$24,326	75	$29,031	14	$31,008	6
MAXWELL	$24,435	70	$27,032	47	$29,189	19
MELROSE	$26,659	32	$27,105	46	$28,461	27
MESA VISTA	$27,728	19	$29,346	10	$31,184	5
MORA	$30,669	7	$28,507	23	$29,186	20
MORIARTY	$25,322	54	$26,976	49	$27,729	39
MOSQUERO	$20,553	88	$24,212	83	$25,644	63
MOUNTAINAIR	$28,269	12	$28,308	27	$28,711	23
PECOS	$26,318	39	$28,739	20	NA	NA
PENASCO	$27,825	18	$28,141	30	$30,685	9
POJOAQUE	$25,967	44	$27,661	35	$28,461	27
PORTALES	$26,663	31	$27,706	34	$28,308	31
QUEMADO	$22,988	84	$24,400	81	$26,067	60
QUESTA	$23,899	79	$26,919	50	NA	NA
RATON	$26,496	35	$27,753	33	$28,695	25
RESERVE	$25,612	50	$26,531	57	$26,784	51
RIO RANCHO	NA	NA	NA	NA	$28,051	33
ROSWELL	$27,965	15	$29,305	12	NA	NA
ROY	$26,238	42	$27,253	42	$30,799	8
RUIDOSO	$31,088	5	$31,811	6	NA	NA
SAN JON	$24,032	77	$26,466	59	$27,456	46
SANTA FE	$24,411	71	$25,538	72	NA	NA
SANTA ROSA	$27,515	24	$28,909	17	$29,443	18
SILVER CITY	$27,417	26	$28,325	26	$30,618	10
SOCORRO	$25,267	55	$26,651	53	$27,623	42
SPRINGER	$27,567	23	$28,952	16	$29,529	16
TAOS	$26,628	33	$27,626	36	$28,603	26
TATUM	$32,007	4	$32,915	2	$33,293	2
TEXICO	$32,850	3	$32,746	3	$32,983	3
TRUTH OR CONSEQ.	$25,477	51	$27,209	44	NA	NA
TUCUMCARI	$24,803	63	$25,788	65	NA	NA
TULAROSA	$25,456	52	$26,991	48	$28,444	29
VAUGHN	$23,150	83	$26,156	63	$29,603	13
WAGON MOUND	$25,449	53	$25,183	77	$26,490	57
ZUNI	$27,588	21	$28,554	22	NA	NA
STATEWIDE	$26,451		$27,373		$28,288	

Note: Average returning teachers' salaries shown in the table are those reported as estimated actual salaries by the districts to the School Budget Planning Unit on form 925-B, which is submitted with the tenative budget for the following year.
*Salaries and rankings reflect corrections made after the 1993-94 "New Mexico Accountability Report" went to press.
**Districts engaged in salary negotiations have not yet reported their data.
Sources: "A First Look at New Mexico Public School Budgets," 1993-94, 1994-95, and 1995-96 (in press).

TABLE 17
PERCENT OF 1994-95 NET OPERATING BUDGET SPENT FOR SALARIES[1]

District	Teachers	Administrators	Support Personnel	Non-certified Personnel
ALAMOGORDO	44.37%	1.08%	9.94%	9.98%
ALBUQUERQUE	45.38%	0.41%	13.44%	9.44%
ANIMAS	43.29%	2.72%	8.72%	10.71%
ARTESIA	49.48%	1.18%	13.04%	8.22%
AZTEC	48.37%	1.03%	11.39%	7.58%
BELEN	41.43%	0.84%	10.47%	7.86%
BERNALILLO	40.03%	0.89%	14.02%	9.89%
BLOOMFIELD	46.16%	0.69%	12.49%	8.52%
CAPITAN	45.39%	2.46%	9.74%	8.76%
CARLSBAD	48.77%	0.75%	11.39%	8.57%
CARRIZOZO	42.68%	4.49%	7.95%	10.55%
CENTRAL	45.48%	0.73%	11.29%	8.92%
CHAMA	37.40%	1.90%	10.13%	13.41%
CIMARRON	42.38%	2.08%	12.97%	8.55%
CLAYTON	45.41%	1.75%	10.89%	7.36%
CLOUDCROFT	45.70%	2.59%	10.29%	7.99%
CLOVIS	50.83%	0.65%	10.44%	8.75%
COBRE	41.69%	1.93%	11.13%	8.40%
CORONA	41.12%	7.49%	2.74%	8.97%
CUBA	40.76%	1.82%	7.76%	9.33%
DEMING	46.73%	1.12%	12.71%	7.77%
DES MOINES	47.16%	7.30%	3.17%	5.66%
DEXTER	42.72%	1.84%	12.63%	7.20%
DORA	42.42%	3.95%	6.70%	6.87%
DULCE	38.07%	3.14%	9.41%	10.77%
ELIDA	51.70%	5.10%	2.04%	7.61%
ESPANOLA	39.33%	0.84%	11.91%	10.81%
ESTANCIA	44.28%	1.77%	7.67%	7.20%
EUNICE	44.97%	1.96%	8.66%	10.71%
FARMINGTON	46.93%	0.80%	11.35%	7.45%
FLOYD	46.40%	4.11%	5.89%	6.88%
FT. SUMNER	45.45%	2.77%	6.39%	7.91%
GADSDEN	44.87%	1.02%	12.95%	9.58%
GALLUP-McKINLEY	44.66%	0.78%	10.82%	11.44%
GRADY	43.94%	5.39%	3.65%	7.46%
GRANTS-CIBOLA	42.75%	1.79%	8.22%	9.94%
HAGERMAN	41.61%	3.24%	11.71%	8.47%
HATCH	45.98%	1.20%	10.71%	7.13%
HOBBS	47.05%	1.33%	11.62%	9.04%
HONDO VALLEY	46.68%	6.03%	5.35%	6.69%
HOUSE	47.77%	6.05%	4.93%	7.35%
JAL	47.56%	2.54%	8.98%	10.29%
JEMEZ MOUNTAIN	37.65%	3.37%	8.78%	10.02%
JEMEZ VALLEY	38.37%	2.47%	11.34%	10.74%
LAKE ARTHUR	40.39%	4.39%	5.37%	8.78%
LAS CRUCES	43.91%	0.53%	16.28%	7.93%
LAS VEGAS CITY	43.05%	1.12%	10.81%	10.64%

TABLE 17, CONTINUED
PERCENT OF 1994-95 NET OPERATING BUDGET SPENT FOR SALARIES[1]

District	Teachers	Administrators	Support Personnel	Non-certified Personnel
LAS VEGAS WEST	39.63%	1.75%	12.82%	11.66%
LOGAN	45.93%	3.86%	7.24%	7.46%
LORDSBURG	42.71%	1.75%	14.33%	7.68%
LOS ALAMOS	41.80%	0.96%	13.58%	12.31%
LOS LUNAS	41.61%	1.23%	9.99%	10.26%
LOVING	42.74%	2.51%	11.70%	8.21%
LOVINGTON	47.59%	1.27%	12.75%	7.24%
MAGDALENA	40.26%	3.06%	6.23%	11.62%
MAXWELL	42.08%	6.18%	4.28%	6.23%
MELROSE	42.75%	3.62%	7.08%	8.89%
MESA VISTA	38.23%	2.45%	9.13%	10.30%
MORA	37.89%	3.17%	9.88%	9.12%
MORIARTY	43.96%	0.86%	10.71%	7.98%
MOSQUERO	35.73%	6.52%	0.84%	10.30%
MOUNTAINAIR	42.15%	3.09%	10.44%	7.88%
PECOS	NA	NA	NA	NA
PENASCO	38.86%	3.16%	10.69%	10.38%
POJOAQUE	41.81%	2.28%	11.74%	9.76%
PORTALES	47.52%	1.13%	10.90%	8.60%
QUEMADO	43.89%	4.26%	5.03%	12.79%
QUESTA	38.05%	3.22%	8.92%	10.12%
RATON	44.63%	1.51%	10.16%	6.97%
RESERVE	36.84%	2.77%	4.95%	9.35%
RIO RANCHO	45.97%	1.22%	13.24%	5.46%
ROSWELL	47.45%	0.86%	13.80%	7.65%
ROY	39.95%	6.65%	3.43%	7.42%
RUIDOSO	48.19%	0.68%	9.52%	7.67%
SAN JON	48.11%	4.34%	2.42%	8.67%
SANTA FE	44.68%	0.88%	11.55%	9.08%
SANTA ROSA	40.32%	2.96%	10.79%	10.91%
SILVER CITY	48.52%	1.40%	12.27%	7.06%
SOCORRO	44.21%	2.08%	11.42%	8.29%
SPRINGER	39.29%	4.10%	10.60%	7.55%
TAOS	42.30%	1.36%	12.12%	9.30%
TATUM	50.86%	2.92%	6.84%	9.38%
TEXICO	46.90%	2.41%	10.33%	6.61%
TRUTH OR CONSEQ.	46.67%	1.03%	11.51%	8.14%
TUCUMCARI	45.98%	2.17%	10.85%	7.91%
TULAROSA	45.05%	2.33%	11.20%	8.78%
VAUGHN	43.70%	4.43%	5.13%	9.71%
WAGON MOUND	38.22%	3.92%	10.71%	8.26%
ZUNI	41.92%	2.22%	11.14%	9.46%
STATEWIDE	44.92%	1.00%	12.25%	9.06%

Note: The final expenditure figures upon which these calculations are based are subject to final verification by the SDE School Budget Planning Unit.

[1]Does not include fringe benefits.

Sources: District Final Expenditure Reports, 1994-95.

TABLE 18
NET[1] OPERATIONAL EXPENDITURES
PER STUDENT MEMBERSHIP WITH DISTRICT RANKINGS

District	1994-95 Funded Mem[2]	1992-93 Net Opr.	1992-93 Rank	1993-94 Net Opr.	1993-94 Rank	1994-95 Net Opr.	1994-95 Rank
ALAMOGORDO	8,197.0	$2,909	79	$3,041	79	$3,169	83
ALBUQUERQUE	85,438.0	$3,414	52	$3,660	49	$3,900	49
ANIMAS	536.5	$3,432	51	$3,593	51	$3,696	58
ARTESIA	3,867.0	$2,802	84	$2,900	84	$3,105	86
AZTEC	3,221.5	$2,864	81	$3,065	76	$3,126	85
BELEN	4,642.5	$3,045	66	$3,226	68	$3,380	76
BERNALILLO	3,478.5	$3,367	53	$3,516	54	$3,882	51
BLOOMFIELD	3,432.5	$2,961	75	$3,075	75	$3,448	70
CAPITAN	552.5	$3,531	50	$3,718	46	$3,932	48
CARLSBAD	6,952.5	$2,957	76	$3,160	73	$3,401	72
CARRIZOZO	217.5	$4,741	13	$4,924	12	$4,871	21
CENTRAL	7,111.5	$3,002	71	$3,213	69	$3,472	69
CHAMA VALLEY	568.0	$4,507	18	$4,777	16	$5,010	16
CIMARRON	611.0	$4,088	28	$4,638	19	$4,826	24
CLAYTON	781.5	$4,075	29	$4,310	29	$4,553	29
CLOUDCROFT	529.0	$3,866	33	$3,917	41	$4,384	34
CLOVIS	8,918.0	$2,788	85	$2,952	83	$3,156	84
COBRE	2,027.5	$3,026	67	$3,265	66	$3,603	61
CORONA	94.0	$5,900	3	$6,752	2	$6,532	3
CUBA	814.0	$4,233	25	$4,099	33	$4,248	39
DEMING	5,170.0	$2,934	77	$2,969	82	$3,097	87
DES MOINES	159.5	$5,141	8	$5,111	8	$5,151	14
DEXTER	1,053.0	$3,817	36	$3,887	43	$3,968	47
DORA	254.0	$3,573	45	$3,993	37	$4,646	27
DULCE	683.5	$4,234	24	$4,378	27	$4,480	32
ELIDA	132.5	$4,731	14	$4,868	14	$5,772	7
ESPANOLA	5,173.0	$3,357	54	$3,480	57	$3,741	55
ESTANCIA	763.5	$3,577	44	$3,711	47	$3,893	50
EUNICE	830.0	$3,266	59	$3,526	53	$3,549	64
FARMINGTON	9,993.5	$2,837	83	$3,043	77	$3,310	78
FLOYD	284.5	$4,050	30	$4,447	22	$4,018	45
FT. SUMNER	446.5	$3,856	34	$3,996	36	$4,279	37
GADSDEN	11,029.5	$2,763	86	NA	NA	$3,225	81
GALLUP	13,407.0	$2,964	74	$3,117	74	$3,329	77
GRADY	173.5	$4,640	15	NA	NA	$4,862	22
GRANTS	3,806.0	$3,005	70	$3,187	70	$3,488	68
HAGERMAN	427.0	$3,657	41	$4,123	31	$4,008	46
HATCH	1,399.0	$3,165	63	$3,394	61	$3,693	59
HOBBS	8,133.5	$2,745	87	$2,813	85	$3,026	88
HONDO VALLEY	167.5	$4,758	12	NA	NA	$5,167	12
HOUSE	124.5	$6,061	2	$5,103	9	$5,612	10
JAL	547.5	$3,646	43	$3,872	44	$4,215	41
JEMEZ MOUNTAIN	461.0	$4,274	22	$4,368	28	$4,907	19
JEMEZ VALLEY	566.5	NA	NA	$3,651	50	$5,099	15
LAKE ARTHUR	226.0	$4,148	27	$4,423	24	$4,533	30
LAS CRUCES	20,799.5	$3,019	68	$3,269	65	$3,596	62
LAS VEGAS CITY	2,707.5	$3,314	56	$3,449	60	$3,650	60
LAS VEGAS WEST	2,110.0	$3,533	49	$3,707	48	$3,806	53

TABLE 18, CONTINUED
NET[1] OPERATIONAL EXPENDITURES
PER STUDENT MEMBERSHIP WITH DISTRICT RANKINGS

District	1994-95 Funded Mem[2]	1992-93 Net Opr.	1992-93 Rank	1993-94 Net Opr.	1993-94 Rank	1994-95 Net Opr.	1994-95 Rank
LOGAN	299.5	$4,266	23	$4,416	25	$4,892	20
LORDSBURG	806.0	$3,762	40	$3,936	39	$4,374	35
LOS ALAMOS	3,582.0	$5,457	6	$5,460	6	$5,840	6
LOS LUNAS	6,964.5	$2,993	73	$3,039	80	$3,253	80
LOVING	519.0	$3,769	39	$4,095	34	$4,410	33
LOVINGTON	2,994.0	$2,841	82	$2,981	81	$3,217	82
MAGDALENA	369.5	$4,216	26	$4,728	17	$4,967	18
MAXWELL	155.5	$5,470	5	$5,404	7	$5,701	8
MELROSE	288.0	$4,385	19	$4,678	18	$4,745	25
MESA VISTA	542.5	$4,618	16	$4,879	13	$5,346	11
MORA	758.5	$3,833	35	$3,861	45	$4,268	38
MORIARTY	4,008.5	$3,006	69	$3,303	64	$3,548	65
MOSQUERO	57.0	$9,973	1	$7,808	1	$8,729	1
MOUNTAINAIR	399.5	$4,044	31	$4,499	21	$4,530	31
PECOS	867.5	$3,573	45	$3,909	42	NA	NA
PENASCO	733.5	$3,573	45	$3,933	40	$4,208	42
POJOAQUE	1,804.0	$3,189	61	$3,494	55	$3,821	52
PORTALES	3,078.5	$2,872	80	$3,043	77	$3,305	79
QUEMADO	235.5	$4,784	11	$4,526	20	$4,735	26
QUESTA	676.5	$3,809	37	$4,446	23	$4,578	28
RATON	1,602.5	$3,306	57	$3,385	62	$3,417	71
RESERVE	257.5	$4,599	17	$5,084	10	$5,617	9
RIO RANCHO	5,636.0	NA	NA	NA	NA	$3,503	66
ROSWELL	10,947.5	$2,996	72	$3,178	72	$3,391	75
ROY	112.5	$5,614	4	$5,881	4	$6,214	5
RUIDOSO	2,324.0	$3,345	55	$3,531	52	$3,783	54
SAN JON	220.5	$4,287	21	$4,808	15	$4,980	17
SANTA FE	12,671.5	$2,917	78	$3,186	71	$3,497	67
SANTA ROSA	905.0	$3,648	42	$4,112	32	$4,229	40
SILVER CITY	4,004.0	$3,205	60	$3,463	59	$3,714	56
SOCORRO	2,164.5	$3,187	62	$3,380	63	$3,400	73
SPRINGER	325.5	$4,958	9	$5,002	11	$5,167	12
TAOS	3,245.0	$3,272	58	$3,490	56	$3,700	57
TATUM	399.5	$4,384	20	$4,175	30	$4,832	23
TEXICO	554.0	$3,950	32	$4,393	26	$4,299	36
TRUTH OR CONSEQ.	1,736.5	$3,100	65	$3,248	67	$3,399	74
TUCUMCARI	1,503.5	$3,145	64	$3,478	58	$3,570	63
TULAROSA	1,173.5	$3,780	38	$4,016	35	$4,114	44
VAUGHN	142.0	$5,163	7	$5,798	5	$6,832	2
WAGON MOUND	229.0	$4,884	10	$6,185	3	$6,334	4
ZUNI	1,639.0	$3,562	48	$3,979	38	$4,185	43
STATEWIDE	313,952.0	$3,195		$3,431		$3,650	

Note: The final expenditure figures upon which these calculations are based are subject to final verification by the SDE School Budget Planning Unit.

[1]Net operational expenditures include those for direct instruction, instructional support, administration, business and support services, and operations/maintenance of plant.

[2]Funded membership consists of the total number of students in grades one through twelve and those receiving C-level and D-level special education services plus the full-time equivalent number of students in early childhood education (kindergarten) programs.

Sources: Final Funded Membership Report, 1994-95; District Final Expenditure Reports, 1992-93, 1993-94, and 1994-95.

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TABLE 19
TOTAL[1] OPERATIONAL EXPENDITURES
PER STUDENT MEMBERSHIP WITH DISTRICT RANKINGS

District	1994-95 Funded Mem[2]	1992-93 Net Opr.	1992-93 Rank	1993-94 Net Opr.	1993-94 Rank	1994-95 Net Opr.	1994-95 Rank
ALAMOGORDO	8,197.0	$3,143	83	$3,104	80	$3,231	84
ALBUQUERQUE	85,438.0	$3,670	56	$3,697	51	$3,942	50
ANIMAS	536.5	$4,259	43	$3,779	49	$3,879	55
ARTESIA	3,867.0	$3,333	73	$3,038	82	$3,267	83
AZTEC	3,221.5	$3,161	81	$3,134	78	$3,206	86
BELEN	4,642.5	$3,370	70	$3,361	66	$3,490	75
BERNALILLO	3,478.5	$3,636	57	$3,551	59	$3,922	51
BLOOMFIELD	3,432.5	$3,299	75	$3,158	76	$3,541	71
CAPITAN	552.5	$4,242	44	$3,917	47	$4,203	47
CARLSBAD	6,952.5	$3,222	77	$3,247	71	$3,500	73
CARRIZOZO	217.5	$5,615	17	$5,110	14	$5,046	23
CENTRAL	7,111.5	$3,342	72	$3,284	69	$3,546	70
CHAMA VALLEY	568.0	$5,230	25	$4,865	21	$5,117	19
CIMARRON	611.0	$4,794	31	$4,893	19	$5,069	20
CLAYTON	781.5	$5,592	18	$4,382	29	$4,638	33
CLOUDCROFT	529.0	$4,594	33	$4,138	38	$4,561	38
CLOVIS	8,918.0	$3,023	87	$3,008	84	$3,211	85
COBRE	2,027.5	$3,448	68	$3,377	64	$3,768	60
CORONA	94.0	$8,157	2	$6,963	2	$6,779	3
CUBA	814.0	$5,539	19	$4,239	34	$4,468	40
DEMING	5,170.0	$3,239	76	$3,035	83	$3,161	87
DES MOINES	159.5	$6,922	5	$5,274	11	$5,461	15
DEXTER	1,053.0	$4,288	42	$4,044	43	$4,124	49
DORA	254.0	$5,179	26	$4,119	40	$5,848	11
DULCE	683.5	$4,427	37	$4,527	27	$4,620	34
ELIDA	132.5	$6,490	6	$5,100	15	$6,042	9
ESPANOLA	5,173.0	$3,764	53	$3,553	58	$3,812	57
ESTANCIA	763.5	$4,418	39	$3,945	46	$4,159	48
EUNICE	830.0	$3,467	66	$3,660	52	$3,687	62
FARMINGTON	9,993.5	$3,083	85	$3,117	79	$3,393	80
FLOYD	284.5	$4,874	29	$4,954	17	$4,752	30
FT. SUMNER	446.5	$4,955	28	$4,225	36	$4,419	42
GADSDEN	11,029.5	$3,137	84	NA	NA	$3,307	81
GALLUP	13,407.0	$3,349	71	$3,208	74	$3,422	78
GRADY	173.5	$5,902	9	NA	NA	$5,057	21
GRANTS	3,806.0	$3,394	69	$3,249	70	$3,575	68
HAGERMAN	427.0	$4,172	46	$4,324	32	$4,804	29
HATCH	1,399.0	$3,748	54	$3,485	62	$3,804	58
HOBBS	8,133.5	$3,051	86	$2,883	85	$3,105	88
HONDO VALLEY	167.5	$5,706	14	NA	NA	$5,470	14
HOUSE	124.5	$8,027	3	$5,748	6	$6,645	4
JAL	547.5	$3,938	49	$4,023	45	$4,365	44
JEMEZ MOUNTAIN	461.0	$5,438	21	$4,475	28	$5,038	24
JEMEZ VALLEY	566.5	NA	NA	$3,779	49	$5,193	18
LAKE ARTHUR	226.0	$4,613	32	$4,584	26	$4,723	31
LAS CRUCES	20,799.5	$3,329	74	$3,324	67	$3,655	64
LAS VEGAS CITY	2,707.5	$3,617	60	$3,541	60	$3,749	61
LAS VEGAS WEST	2,110.0	$3,915	51	$3,789	48	$3,894	54

TABLE 19, CONTINUED
TOTAL[1] OPERATIONAL EXPENDITURES PER STUDENT MEMBERSHIP WITH DISTRICT RANKINGS

District	1994-95 Funded Mem[2]	1992-93 Net Opr.	1992-93 Rank	1993-94 Net Opr.	1993-94 Rank	1994-95 Net Opr.	1994-95 Rank
LOGAN	299.5	$5,666	16	$5,219	12	$5,051	22
LORDSBURG	806.0	$4,458	36	$4,061	41	$4,585	35
LOS ALAMOS	3,582.0	$5,868	10	$5,715	7	$6,097	7
LOS LUNAS	6,964.5	$3,452	67	$3,179	75	$3,594	67
LOVING	519.0	$4,174	45	$4,235	35	$4,575	37
LOVINGTON	2,994.0	$3,190	79	$3,039	81	$3,304	82
MAGDALENA	369.5	$4,997	27	$4,915	18	$5,198	17
MAXWELL	155.5	$6,098	8	$5,513	8	$6,052	8
MELROSE	288.0	$5,355	22	$4,831	22	$4,919	27
MESA VISTA	542.5	$5,493	20	$5,167	13	$5,588	12
MORA	758.5	$4,541	34	$4,025	44	$4,580	36
MORIARTY	4,008.5	$3,576	61	$3,369	65	$3,613	66
MOSQUERO	57.0	$12,139	1	$8,158	1	$9,041	1
MOUNTAINAIR	399.5	$4,804	30	$4,716	23	$4,692	32
PECOS	867.5	$4,016	48	$4,362	30	NA	NA
PENASCO	733.5	$4,114	47	$4,128	39	$4,443	41
POJOAQUE	1,804.0	$3,622	58	$3,588	54	$3,920	52
PORTALES	3,078.5	$3,148	82	$3,139	77	$3,411	79
QUEMADO	235.5	$6,483	7	$4,690	24	$4,966	26
QUESTA	676.5	$4,427	37	$4,881	20	$4,871	28
RATON	1,602.5	$3,682	55	$3,486	61	$3,523	72
RESERVE	257.5	$5,669	15	$5,338	9	$5,887	10
RIO RANCHO	5,636.0	NA	NA	NA	NA	$3,615	65
ROSWELL	10,947.5	$3,202	78	$3,238	73	$3,456	77
ROY	112.5	$7,036	4	$6,147	4	$6,459	6
RUIDOSO	2,324.0	$3,906	52	$3,628	53	$3,906	53
SAN JON	220.5	$5,267	23	$5,029	16	$5,553	13
SANTA FE	12,671.5	$3,187	80	$3,240	72	$3,548	69
SANTA ROSA	905.0	$4,304	41	$4,274	33	$4,388	43
SILVER CITY	4,004.0	$3,524	64	$3,560	57	$3,879	55
SOCORRO	2,164.5	$3,488	65	$3,467	63	$3,496	74
SPRINGER	325.5	$5,740	13	$5,301	10	$5,453	16
TAOS	3,245.0	$3,618	59	$3,562	56	$3,776	59
TATUM	399.5	$5,253	24	$4,333	31	$4,991	25
TEXICO	554.0	$4,526	35	$4,649	25	$4,534	39
TRUTH OR CONSEQ.	1,736.5	$3,529	63	$3,309	68	$3,473	76
TUCUMCARI	1,503.5	$3,544	62	$3,578	55	$3,667	63
TULAROSA	1,173.5	$4,323	40	$4,195	37	$4,253	45
VAUGHN	142.0	$5,795	11	$6,039	5	$6,990	2
WAGON MOUND	229.0	$5,766	12	$6,297	3	$6,493	5
ZUNI	1,639.0	$3,919	50	$4,058	42	$4,246	46
STATEWIDE	313,952.0	$3,533		$3,508		$3,739	

Note: The final expenditure figures upon which these calculations are based are subject to final verification by the SDE School Budget Planning Unit.

[1]Total operational expenditures include net operational expenditures plus food services, athletics, non-instructional support, community services, operationally funded capital outlay, and non-operating expenses (tax liability/penalty and litigation fees).

[2]Funded membership consists of the total number of students in grades one through twelve and those receiving C-level and D-level special education services plus the full-time equivalent number of students in early childhood education (kindergarten) programs.

Sources: Final Funded Membership Report, 1994-95; District Final Expenditure Reports, 1992-93, 1993-94, and 1994-95.

TABLE 20
ADMINISTRATIVE COSTS PER STUDENT MEMBERSHIP WITH DISTRICT RANKINGS

District	1994-95 Funded Mem[1]	1992-93 Adm. Cost	1992-93 Rank	1992-93 % of Bdg[2]	1993-94 Adm. Cost	1993-94 Rank	1993-94 % of Bdg[2]	1994-95 Adm. Cost	1994-95 Rank	1994-95 % of Bdg[2]
ALAMOGORDO	8,197.0	$113	67	4.00%	$86	67	2.76%	$89	72	2.75%
ALBUQUERQUE	85,438.0	$52	87	1.00%	$53	83	1.43%	$60	86	1.52%
ANIMAS	536.5	$274	33	6.00%	$218	31	5.77%	$225	37	5.80%
ARTESIA	3,867.0	$102	69	3.00%	$69	78	2.28%	$74	80	2.28%
AZTEC	3,221.5	$86	79	3.00%	$56	81	1.78%	$67	82	2.09%
BELEN	4,642.5	$161	53	5.00%	$97	62	2.89%	$88	75	2.51%
BERNALILLO	3,478.5	$128	63	4.00%	$77	71	2.16%	$90	70	2.28%
BLOOMFIELD	3,432.5	$89	75	3.00%	$58	80	1.83%	$64	84	1.81%
CAPITAN	552.5	$253	35	6.00%	$190	40	4.85%	$191	44	4.53%
CARLSBAD	6,952.5	$60	86	2.00%	$56	81	1.71%	$66	83	1.88%
CARRIZOZO	217.5	$441	14	8.00%	$503	8	9.85%	$446	12	8.84%
CENTRAL	7,111.5	$89	75	3.00%	$67	79	2.06%	$64	84	1.81%
CHAMA VALLEY	568.0	$417	16	8.00%	$203	35	4.18%	$247	33	4.82%
CIMARRON	611.0	$228	38	5.00%	$202	36	4.14%	$210	40	4.15%
CLAYTON	781.5	$189	47	3.00%	$209	34	4.77%	$219	38	4.72%
CLOUDCROFT	529.0	$277	32	6.00%	$230	29	5.56%	$248	32	5.43%
CLOVIS	8,918.0	$75	84	2.00%	$50	84	1.68%	$60	86	1.88%
COBRE	2,027.5	$143	59	4.00%	$102	61	3.02%	$152	52	4.04%
CORONA	94.0	$811	2	10.00%	$664	2	9.53%	$694	2	10.24%
CUBA	814.0	$219	41	4.00%	$181	43	4.28%	$171	46	3.83%
DEMING	5,170.0	$107	68	3.00%	$90	66	2.97%	$90	70	2.86%
DES MOINES	159.5	$483	10	7.00%	$573	5	10.87%	$546	6	9.99%
DEXTER	1,053.0	$147	58	3.00%	$140	49	3.45%	$165	49	3.99%
DORA	254.0	$285	31	6.00%	$302	24	7.33%	$300	27	5.12%
DULCE	683.5	$334	27	8.00%	$202	36	4.46%	$276	29	5.98%
ELIDA	132.5	$474	11	7.00%	$454	11	8.90%	$472	10	7.81%
ESPANOLA	5,173.0	$157	55	4.00%	$106	59	2.97%	$103	65	2.71%
ESTANCIA	763.5	$183	49	4.00%	$148	47	3.75%	$145	54	3.48%
EUNICE	830.0	$169	50	5.00%	$104	60	2.84%	$104	63	2.83%
FARMINGTON	9,993.5	$82	81	3.00%	$74	74	2.38%	$84	78	2.48%
FLOYD	284.5	$339	25	7.00%	$307	23	6.21%	$268	30	5.64%
FT. SUMNER	446.5	$229	37	5.00%	$183	42	4.33%	$208	41	4.71%
GADSDEN	11,029.5	$74	85	2.00%	NA	NA	NA	$89	72	2.69%
GALLUP	13,407.0	$90	74	3.00%	$70	77	2.19%	$76	79	2.22%
GRADY	173.5	$449	13	8.00%	NA	NA	NA	$579	5	11.44%
GRANTS	3,806.0	$141	60	4.00%	$108	58	3.34%	$131	55	3.65%
HAGERMAN	427.0	$226	39	5.00%	$301	25	6.97%	$314	25	6.54%
HATCH	1,399.0	$124	64	3.00%	$110	57	3.17%	$122	58	3.20%
HOBBS	8,133.5	$81	82	3.00%	$77	71	2.68%	$95	66	3.07%
HONDO VALLEY	167.5	$511	8	9.00%	NA	NA	NA	$504	8	9.21%
HOUSE	124.5	$806	4	10.00%	$474	10	8.24%	$476	9	7.16%
JAL	547.5	$191	46	5.00%	$191	38	4.76%	$197	43	4.52%
JEMEZ MOUNTAIN	461.0	$377	20	7.00%	$405	13	9.06%	$418	16	8.30%
JEMEZ VALLEY	566.5	NA	NA	NA	$220	30	5.83%	$337	21	6.50%
LAKE ARTHUR	226.0	$466	12	10.00%	$411	12	8.97%	$423	14	8.97%
LAS CRUCES	20,799.5	$76	83	2.00%	$74	74	2.22%	$74	80	2.04%
LAS VEGAS CITY	2,707.5	$138	62	4.00%	$96	64	2.72%	$110	61	2.93%
LAS VEGAS WEST	2,110.0	$165	51	4.00%	$115	55	3.03%	$121	59	3.10%
LOGAN	299.5	$381	19	7.00%	$325	20	6.22%	$286	28	5.66%

TABLE 20, CONTINUED
ADMINISTRATIVE COSTS PER STUDENT MEMBERSHIP WITH DISTRICT RANKINGS

District	1994-95 Funded Mem[1]	1992-93 Adm. Cost	1992-93 Rank	1992-93 % of Bdgt[2]	1993-94 Adm. Cost	1993-94 Rank	1993-94 % of Bdgt[2]	1994-95 Adm. Cost	1994-95 Rank	1994-95 % of Bdgt[2]
LORDSBURG	806.0	$184	48	4.00%	$137	51	3.38%	$170	47	3.71%
LOS ALAMOS	3,582.0	$215	42	4.00%	$179	44	3.13%	$211	39	3.47%
LOS LUNAS	6,964.5	$95	72	3.00%	$113	56	3.54%	$127	56	3.55%
LOVING	519.0	$225	40	5.00%	$191	38	4.52%	$176	45	3.85%
LOVINGTON	2,994.0	$86	79	3.00%	$74	74	2.43%	$86	76	2.61%
MAGDALENA	369.5	$375	21	8.00%	$369	15	7.50%	$357	19	6.86%
MAXWELL	155.5	$564	6	9.00%	$527	7	9.56%	$543	7	8.97%
MELROSE	288.0	$308	28	6.00%	$390	14	8.08%	$401	17	8.15%
MESA VISTA	542.5	$431	15	8.00%	$329	19	6.36%	$366	18	6.55%
MORA	758.5	$349	24	8.00%	$242	27	6.03%	$422	15	9.22%
MORIARTY	4,008.5	$96	70	3.00%	$85	68	2.54%	$89	72	2.45%
MOSQUERO	57.0	$1,680	1	14.00%	$1,227	1	15.04%	$1,324	1	14.65%
MOUNTAINAIR	399.5	$336	26	7.00%	$346	17	7.33%	$311	26	6.62%
PECOS	867.5	$258	34	6.00%	$212	33	4.87%	NA	NA	NA
PENASCO	733.5	$299	29	7.00%	$243	26	5.90%	$230	36	5.18%
POJOAQUE	1,804.0	$151	57	4.00%	$138	50	3.83%	$170	47	4.34%
PORTALES	3,078.5	$118	65	4.00%	$84	69	2.67%	$92	68	2.69%
QUEMADO	235.5	$492	9	8.00%	$336	18	7.16%	$354	20	7.12%
QUESTA	676.5	$361	22	8.00%	$309	22	6.34%	$317	24	6.51%
RATON	1,602.5	$91	73	2.00%	$120	53	3.45%	$110	61	3.12%
RESERVE	257.5	$402	17	7.00%	$318	21	5.96%	$329	22	5.59%
RIO RANCHO	5,636.0	NA	NA	NA	NA	NA	NA	$127	56	3.51%
ROSWELL	10,947.5	$87	78	3.00%	$77	71	2.37%	$86	76	2.50%
ROY	112.5	$811	2	12.00%	$619	4	10.07%	$609	4	9.42%
RUIDOSO	2,324.0	$96	70	2.00%	$43	85	1.19%	$47	88	1.20%
SAN JON	220.5	$384	18	7.00%	$487	9	9.68%	$457	11	8.22%
SANTA FE	12,671.5	$88	77	3.00%	$78	70	2.39%	$95	66	2.68%
SANTA ROSA	905.0	$214	43	5.00%	$184	41	4.31%	$233	35	5.31%
SILVER CITY	4,004.0	$116	66	3.00%	$91	65	2.54%	$92	68	2.38%
SOCORRO	2,164.5	$163	52	5.00%	$178	45	5.12%	$157	51	4.49%
SPRINGER	325.5	$355	23	6.00%	$354	16	6.69%	$327	23	6.00%
TAOS	3,245.0	$159	54	4.00%	$117	54	3.29%	$120	60	3.19%
TATUM	399.5	$298	30	6.00%	$237	28	5.47%	$249	31	4.98%
TEXICO	554.0	$212	44	5.00%	$169	46	3.63%	$203	42	4.47%
TRUTH OR CONSQ.	1,736.5	$139	61	4.00%	$97	62	2.93%	$104	63	3.00%
TUCUMCARI	1,503.5	$155	56	4.00%	$148	47	4.14%	$159	50	4.33%
TULAROSA	1,173.5	$236	36	5.00%	$215	32	5.12%	$236	34	5.55%
VAUGHN	142.0	$609	5	11.00%	$639	3	10.59%	$636	3	9.11%
WAGON MOUND	229.0	$564	6	10.00%	$546	6	8.66%	$428	13	6.59%
ZUNI	1,639.0	$201	45	5.00%	$133	52	3.27%	$149	53	3.51%
STATE TOTALS	313,952.0	$100		3.00%	$88		2.49%	$97		2.59%

Note: The final expenditure figures upon which these calculations are based are subject to final verification by the SDE School Budget Planning Unit.

[1]Funded membership consists of the total number of students in grades one through twelve and those receiving C-level and D-level special education services plus the full-time equivalent number of students in early childhood education (kindergarten) programs.

[2]The percent of the total operational budget represented by the administration budget function (03).

Sources: Final Funded Membership Report, 1994-95; District Final Expenditure Reports, 1992-93, 1993-94, and 1994-954.

TABLE 21
SELECTED FEDERAL PROGRAMS AS A PERCENTAGE OF DISTRICT TOTAL OPERATIONAL, FEDERAL PROJECT, AND FREE & REDUCED PROGRAM FUNDING

District	ESEA Chapter I (Basic & Migrant)	Percent	ESEA Title VII Bilingual	Percent	USDA Free & Reduced Lunch[1]	Percent	% all Federal Projects & USDA[1]
ALAMOGORDO	$884,623	3.05%	$0	0.00%	$728,461	2.51%	8.60%
ALBUQUERQUE	$11,194,209	3.07%	$610,629	0.17%	$7,084,158	1.94%	7.65%
ANIMAS	$20,575	0.89%	$0	0.00%	$64,516	2.79%	9.85%
ARTESIA	$734,200	5.16%	$151,052	1.06%	$316,462	2.22%	11.29%
AZTEC	$403,711	3.55%	$0	0.00%	$238,775	2.10%	9.08%
BELEN	$925,792	5.12%	$153,000	0.85%	$558,198	3.08%	10.48%
BERNALILLO	$743,082	4.62%	$164,535	1.02%	$409,633	2.55%	15.10%
BLOOMFIELD	$672,158	4.75%	$0	0.00%	$385,377	2.72%	14.14%
CAPITAN	$74,552	2.85%	$0	0.00%	$51,868	1.98%	11.27%
CARLSBAD	$1,162,404	4.26%	$0	0.00%	$684,029	2.51%	10.81%
CARRIZOZO	$69,470	5.51%	$0	0.00%	$24,602	1.95%	12.89%
CENTRAL	$2,440,344	7.49%	$112,430	0.35%	$1,229,901	3.78%	22.58%
CHAMA VALLEY	$149,302	4.62%	$0	0.00%	$108,440	3.36%	10.00%
CIMARRON	$30,514	0.93%	$0	0.00%	$51,610	1.57%	5.66%
CLAYTON	$138,237	3.51%	$0	0.00%	$98,649	2.51%	7.84%
CLOUDCROFT	$37,036	1.39%	$0	0.00%	$26,174	0.98%	9.76%
CLOVIS	$1,500,608	4.69%	$0	0.00%	$1,155,299	3.61%	10.45%
COBRE	$470,305	5.37%	$174,912	2.00%	$318,769	3.64%	12.77%
CORONA	$22,156	2.99%	$0	0.00%	$10,795	1.46%	13.96%
CUBA	$533,525	11.19%	$0	0.00%	$149,553	3.14%	23.70%
DEMING	$1,247,516	6.61%	$163,701	0.87%	$870,682	4.61%	13.42%
DES MOINES	$14,227	1.56%	$0	0.00%	$14,687	1.61%	4.48%
DEXTER	$173,472	3.47%	$120,918	2.42%	$182,240	3.64%	13.26%
DORA	$26,825	1.72%	$0	0.00%	$27,953	1.79%	4.81%
DULCE	$159,181	4.13%	$0	0.00%	$87,093	2.26%	18.03%
ELIDA	$10,004	1.18%	$0	0.00%	$15,268	1.80%	5.42%
ESPANOLA	$1,396,719	6.22%	$83,373	0.37%	$698,891	3.11%	12.22%
ESTANCIA	$169,161	4.81%	$0	0.00%	$118,542	3.37%	9.79%
EUNICE	$135,958	3.97%	$0	0.00%	$80,408	2.35%	10.58%
FARMINGTON	$1,419,300	3.80%	$0	0.00%	$747,861	2.00%	9.24%
FLOYD	$63,474	4.20%	$0	0.00%	$50,059	3.31%	10.57%
FT. SUMNER	$80,752	3.69%	$0	0.00%	$53,748	2.46%	9.76%
GADSDEN	$2,790,525	6.52%	$174,682	0.41%	$2,673,846	6.24%	14.83%
GALLUP	$4,365,784	7.40%	$0	0.00%	$2,048,516	3.47%	22.21%
GRADY	$12,553	1.36%	$0	0.00%	$12,926	1.40%	5.03%
GRANTS-CIBOLA	$1,546,776	9.45%	$0	0.00%	$483,219	2.95%	16.90%
HAGERMAN	$125,922	5.40%	$0	0.00%	$72,184	3.10%	12.00%
HATCH	$625,546	9.52%	$0	0.00%	$252,911	3.85%	19.01%
HOBBS	$1,547,219	5.45%	$0	0.00%	$936,866	3.30%	11.00%
HONDO VALLEY	$49,576	4.53%	$0	0.00%	$23,130	2.11%	16.35%
HOUSE	$23,467	2.67%	$0	0.00%	$10,157	1.16%	5.84%
JAL	$119,843	4.47%	$0	0.00%	$49,586	1.85%	10.94%
JEMEZ MOUNTAIN	$115,367	3.97%	$275,324	9.47%	$88,513	3.05%	20.09%
JEMEZ VALLEY	$213,845	6.24%	$0	0.00%	$79,571	2.32%	14.12%
LAKE ARTHUR	$92,038	7.18%	$0	0.00%	$29,677	2.32%	16.74%
LAS CRUCES	$3,359,771	3.92%	$63,970	0.07%	$2,657,258	3.10%	11.23%
LAS VEGAS CITY	$390,647	3.44%	$129,913	1.14%	$338,675	2.98%	10.61%
LAS VEGAS WEST	$726,557	6.80%	$56,441	0.53%	$450,722	4.22%	23.12%

TABLE 21, CONTINUED
SELECTED FEDERAL PROGRAMS AS A PERCENTAGE OF DISTRICT TOTAL OPERATIONAL, FEDERAL PROJECT, AND FREE & REDUCED PROGRAM FUNDING

District	ESEA Chapter 1 (Basic & Migrant)	Percent	ESEA Title VII Bilingual	Percent	USDA Free & Reduced Lunch[1]	Percent	% all Federal Projects & USDA[2]
LOGAN	$32,520	1.98%	$0	0.00%	$30,635	1.86%	8.09%
LORDSBURG	$218,879	5.26%	$0	0.00%	$94,122	2.26%	11.26%
LOS ALAMOS	$67,873	0.31%	$0	0.00%	$0	0.00%	1.40%
LOS LUNAS	$739,496	2.72%	$97,276	0.36%	$805,326	2.96%	7.92%
LOVING	$69,989	2.48%	$0	0.00%	$110,666	3.92%	15.94%
LOVINGTON	$576,924	5.27%	$0	0.00%	$264,737	2.42%	9.71%
MAGDALENA	$205,184	8.43%	$103,789	4.27%	$61,723	2.54%	21.05%
MAXWELL	$31,630	3.13%	$0	0.00%	$15,301	1.51%	7.01%
MELROSE	$38,306	2.45%	$0	0.00%	$37,112	2.37%	9.36%
MESA VISTA	$151,868	2.53%	$327,239	5.45%	$84,434	1.41%	49.48%
MORA	$196,414	4.50%	$118,603	2.72%	$166,485	3.81%	20.40%
MORIARTY	$233,058	1.54%	$0	0.00%	$291,842	1.93%	4.41%
MOSQUERO	$17,630	3.14%	$0	0.00%	$6,577	1.17%	8.08%
MOUNTAINAIR	$120,093	5.61%	$0	0.00%	$62,838	2.94%	12.38%
PECOS	NA	NA	NA	NA	$151,659	NA	NA
PENASCO	$230,548	5.49%	$468,882	11.17%	$152,476	3.63%	22.36%
POJOAQUE	$95,267	1.24%	$26,382	0.34%	$181,222	2.35%	8.23%
PORTALES	$682,716	5.69%	$0	0.00%	$333,295	2.78%	12.54%
QUEMADO	$43,753	3.43%	$0	0.00%	$29,760	2.34%	8.23%
QUESTA	$77,872	2.07%	$149,145	3.96%	$169,723	4.51%	12.48%
RATON	$321,429	5.17%	$0	0.00%	$126,208	2.03%	9.12%
RESERVE	$48,043	3.00%	$0	0.00%	$30,178	1.88%	5.45%
RIO RANCHO	$156,081	0.74%	$0	0.00%	$317,328	1.51%	3.16%
ROSWELL	$2,234,701	5.34%	$102,438	0.24%	$1,016,404	2.43%	9.64%
ROY	$13,604	1.72%	$0	0.00%	$9,621	1.22%	8.22%
RUIDOSO	$194,531	1.94%	$126,000	1.26%	$205,816	2.05%	9.40%
SAN JON	$41,154	3.07%	$0	0.00%	$19,947	1.49%	8.59%
SANTA FE	$1,518,807	3.10%	$318,761	0.65%	$990,866	2.02%	8.11%
SANTA ROSA	$270,926	5.93%	$0	0.00%	$174,782	3.83%	13.06%
SILVER CITY	$606,950	3.57%	$279,462	1.64%	$315,863	1.86%	8.64%
SOCORRO	$425,311	4.96%	$129,356	1.51%	$301,238	3.51%	11.81%
SPRINGER	$93,986	4.79%	$0	0.00%	$44,477	2.27%	9.55%
TAOS	$760,307	5.35%	$414,511	2.92%	$466,814	3.28%	13.79%
TATUM	$61,222	2.80%	$0	0.00%	$60,060	2.74%	8.94%
TEXICO	$91,494	3.34%	$0	0.00%	$71,945	2.63%	8.30%
TH OR CONSEQ.	$265,219	3.95%	$0	0.00%	$244,580	3.64%	10.20%
TUCUMCARI	$318,357	5.04%	$0	0.00%	$154,946	2.45%	12.75%
TULAROSA	$473,725	7.85%	$99,916	1.66%	$161,540	2.68%	17.25%
VAUGHN	$47,968	4.41%	$0	0.00%	$23,061	2.12%	8.82%
WAGON MOUND	$53,418	3.12%	$115,201	6.73%	$27,875	1.63%	13.15%
ZUNI	$720,714	7.53%	$0	0.00%	$393,043	4.11%	27.28%
STATEWIDE	$55,756,792	4.23%	$5,311,842	0.40%	$35,056,979	2.66%	11.09%

Note: The final expenditure figures upon which these calculations are based are subject to final verification by the SDE School Budget Planning Unit.

[1]USDA Free and Reduced Lunch Program expenditures do not include expenditures for free and reduced breakfasts.

[2]The expenditures included in the calculation of this percentage include all federal programs other than capital outlay and USDA Free and Reduced Lunch Program funding.

Sources: District Final Expenditure Reports, 1994-95.

TABLE 22

PERCENT OF STUDENT ENROLLMENT SERVED BY SELECTED PROGRAMS & THE PERCENT OF ALL SCHOOL LUNCHES SERVED REPRESENTED BY FREE & REDUCED LUNCHES

District	ESEA Chapter I (Basic & Migrant)	ESEA Title VII Bilingual	Special Education A/B, C, & D	Reduced Lunch % of Meals Served
ALAMOGORDO	14.00%	0.00%	14.94%	70.94%
ALBUQUERQUE	14.28%	1.32%	19.37%	67.12%
ANIMAS	12.64%	0.00%	12.27%	53.06%
ARTESIA	13.20%	11.98%	14.45%	69.67%
AZTEC	11.00%	0.00%	19.27%	67.25%
BELEN	13.81%	5.06%	13.62%	80.75%
BERNALILLO	65.86%	15.19%	14.75%	82.92%
BLOOMFIELD	17.14%	0.00%	19.26%	70.71%
CAPITAN	17.28%	0.00%	18.34%	60.36%
CARLSBAD	11.44%	0.00%	18.81%	70.67%
CARRIZOZO	25.55%	0.00%	19.82%	63.08%
CENTRAL	38.44%	4.70%	14.11%	84.15%
CHAMA VALLEY	26.87%	0.00%	10.03%	76.12%
CIMARRON	1.89%	0.00%	15.57%	61.78%
CLAYTON	11.89%	0.00%	15.32%	68.34%
CLOUDCROFT	5.73%	0.00%	19.41%	37.47%
CLOVIS	19.81%	0.00%	13.93%	70.04%
COBRE	24.80%	13.30%	14.12%	75.15%
CORONA	20.62%	96.91%	20.62%	62.17%
CUBA	101.69%	0.00%	15.96%	86.47%
DEMING	32.51%	3.97%	9.33%	91.00%
DES MOINES	15.06%	0.00%	10.84%	39.60%
DEXTER	11.95%	15.26%	22.98%	71.07%
DORA	10.38%	0.00%	16.92%	47.20%
DULCE	41.68%	0.00%	13.85%	64.29%
ELIDA	9.56%	0.00%	27.21%	45.64%
ESPANOLA	17.48%	0.00%	10.66%	82.72%
ESTANCIA	19.55%	0.00%	16.02%	77.08%
EUNICE	23.12%	0.00%	13.73%	69.41%
FARMINGTON	7.95%	0.00%	14.60%	56.37%
FLOYD	29.29%	0.00%	22.90%	70.01%
FT. SUMNER	12.34%	0.00%	21.21%	63.78%
GADSDEN	48.52%	2.61%	11.11%	94.32%
GALLUP	31.33%	0.00%	15.49%	83.11%
GRADY	8.47%	0.00%	18.08%	36.98%
GRANTS	42.78%	0.00%	10.22%	77.88%
HAGERMAN	94.80%	0.00%	16.29%	79.47%
HATCH	77.77%	0.00%	7.78%	89.73%
HOBBS	10.20%	0.00%	11.25%	73.55%
HONDO VALLEY	32.37%	13.29%	18.50%	77.23%
HOUSE	15.63%	14.84%	29.69%	51.65%
JAL	18.62%	0.00%	12.41%	61.07%
JEMEZ MOUNTAIN	94.12%	52.52%	10.50%	82.59%
JEMEZ VALLEY	26.77%	0.00%	18.13%	76.97%
LAKE ARTHUR	12.77%	0.00%	11.49%	74.95%
LAS CRUCES	21.66%	0.64%	19.04%	74.51%
LAS VEGAS CITY	13.55%	5.82%	13.23%	78.03%

TABLE 22, CONTINUED

PERCENT OF STUDENT ENROLLMENT SERVED BY SELECTED PROGRAMS & THE PERCENT OF ALL SCHOOL LUNCHES SERVED REPRESENTED BY FREE & REDUCED LUNCHES

District	ESEA Chapter I (Basic & Migrant)	ESEA Title VII Bilingual	Special Education A/B, C, & D	Reduced Lunch % of Meals Served
LAS VEGAS WEST	24.92%	0.00%	10.24%	88.50%
LOGAN	17.89%	0.00%	18.53%	63.50%
LORDSBURG	21.27%	0.00%	18.28%	70.51%
LOS ALAMOS	2.17%	0.00%	24.12%	N.A.
LOS LUNAS	10.77%	8.93%	12.22%	71.00%
LOVING	43.87%	68.22%	12.83%	80.40%
LOVINGTON	24.41%	0.00%	13.77%	71.62%
MAGDALENA	104.00%	19.20%	20.27%	78.39%
MAXWELL	112.66%	0.00%	32.28%	65.98%
MELROSE	13.33%	0.00%	24.33%	61.76%
MESA VISTA	24.86%	48.83%	13.15%	73.47%
MORA	16.65%	64.44%	7.82%	89.18%
MORIARTY	4.32%	0.00%	19.30%	55.03%
MOSQUERO	54.24%	0.00%	22.03%	61.16%
MOUNTAINAIR	51.71%	0.00%	22.68%	84.24%
PECOS	65.10%	56.13%	17.29%	76.85%
PENASCO	67.11%	90.22%	11.10%	87.47%
POJOAQUE	4.31%	0.00%	13.84%	61.81%
PORTALES	21.80%	0.00%	13.06%	73.13%
QUEMADO	13.52%	0.00%	13.11%	68.07%
QUESTA	16.48%	34.52%	9.94%	92.90%
RATON	15.50%	0.00%	12.97%	70.54%
RESERVE	16.04%	0.00%	12.69%	57.82%
RIO RANCHO	4.01%	0.00%	19.51%	39.90%
ROSWELL	25.80%	2.08%	17.06%	80.26%
ROY	17.39%	0.00%	16.52%	48.28%
RUIDOSO	5.65%	5.65%	16.71%	68.97%
SAN JON	11.35%	0.00%	27.07%	41.36%
SANTA FE	11.07%	2.84%	15.53%	68.92%
SANTA ROSA	89.08%	0.00%	13.15%	84.08%
SILVER CITY	11.39%	6.83%	18.66%	74.90%
SOCORRO	23.44%	5.57%	13.06%	81.46%
SPRINGER	21.36%	0.00%	15.73%	71.57%
TAOS	20.55%	28.94%	12.51%	82.21%
TATUM	18.78%	0.00%	21.71%	65.54%
TEXICO	14.39%	0.00%	17.02%	67.42%
TRUTH OR CONSEQ.	15.23%	0.00%	14.45%	82.31%
TUCUMCARI	12.78%	0.00%	17.64%	70.60%
TULAROSA	11.28%	18.27%	20.99%	81.70%
VAUGHN	96.55%	96.55%	17.93%	78.89%
WAGON MOUND	12.45%	76.82%	33.05%	76.72%
ZUNI	9.91%	0.00%	13.87%	91.43%
STATEWIDE	19.95%	3.19%	16.38%	73.78%

Sources: Final Funded Membership Report, 1994-95; SDE District Accountability Survey, August 1995; SDE Special Projects internal report.

TABLE 23
1994-95 SPECIAL EDUCATION REVENUE ALLOTTED THROUGH THE STATE FUNDING FORMULA

District	Special Ed. Funding Units[1]	Special Ed. Funding	Percent Special Ed.[2]
ALAMOGORDO	2,075.600	$4,211,392	15.90%
ALBUQUERQUE	37,822.300	$76,741,447	22.79%
ANIMAS	106.000	$215,074	10.33%
ARTESIA	936.500	$1,900,159	15.04%
AZTEC	1,069.900	$2,170,827	21.02%
BELEN	1,801.300	$3,654,838	22.56%
BERNALILLO	1,216.100	$2,467,467	18.09%
BLOOMFIELD	1,148.300	$2,329,901	19.17%
CAPITAN	163.000	$330,727	14.24%
CARLSBAD	1,841.400	$3,736,201	15.35%
CARRIZOZO	82.900	$168,204	15.33%
CENTRAL	2,049.800	$4,159,044	16.49%
CHAMA VALLEY	123.900	$251,393	8.65%
CIMARRON	252.500	$512,323	16.54%
CLAYTON	300.200	$609,106	16.80%
CLOUDCROFT	165.500	$335,800	13.92%
CLOVIS	2,033.800	$4,126,580	14.41%
COBRE	591.500	$1,200,154	15.71%
CORONA	42.000	$85,218	13.37%
CUBA	325.400	$660,237	18.15%
DEMING	1,085.500	$2,202,480	13.48%
DES MOINES	38.800	$78,725	9.04%
DEXTER	491.100	$996,442	22.95%
DORA	81.300	$164,958	11.11%
DULCE	240.000	$486,960	15.42%
ELIDA	51.100	$103,682	12.95%
ESPAÑOLA	1,345.500	$2,730,020	13.85%
ESTANCIA	249.500	$506,236	15.94%
EUNICE	229.100	$464,844	15.19%
FARMINGTON	2,586.300	$5,247,603	15.48%
FLOYD	99.400	$201,683	14.92%
FT. SUMNER	178.500	$362,177	18.36%
GADSDEN	2,550.300	$5,174,559	14.18%
GALLUP-McKINLEY	3,929.300	$7,972,550	17.38%
GRADY	61.800	$125,392	14.29%
GRANTS	1,013.500	$2,056,392	15.11%
HAGERMAN	117.000	$237,393	11.57%
HATCH	263.700	$535,047	10.05%
HOBBS	1,641.800	$3,331,212	13.19%
HONDO	38.000	$77,102	8.41%
HOUSE	91.700	$186,059	22.49%
JAL	134.300	$272,495	11.40%
JEMEZ MOUNTAIN	115.800	$234,958	10.12%
JEMEZ VALLEY	211.700	$429,539	14.60%
LAKE ARTHUR	51.800	$105,102	9.85%
LAS CRUCES	8,105.900	$16,446,871	21.64%
LAS VEGAS CITY	673.700	$1,366,937	13.47%

TABLE 23, CONTINUED
1994-95 SPECIAL EDUCATION REVENUE ALLOTTED THROUGH THE STATE FUNDING FORMULA

District	Special Ed. Funding Units[1]	Special Ed. Funding	Percent Special Ed.[2]
LAS VEGAS WEST	567.500	$1,151,458	14.01%
LOGAN	106.600	$216,291	14.30%
LORDSBURG	331.800	$673,222	18.22%
LOS ALAMOS	1,418.300	$2,877,731	13.18%
LOS LUNAS	2,255.300	$4,576,004	18.28%
LOVING	155.700	$315,915	13.30%
LOVINGTON	756.800	$1,535,547	15.52%
MAGDALENA	203.900	$413,713	21.54%
MAXWELL	110.800	$224,813	23.89%
MELROSE	129.700	$263,161	18.57%
MESA VISTA	183.800	$372,930	12.30%
MORA	108.400	$219,944	6.33%
MORIARTY	1,896.800	$3,848,607	26.57%
MOSQUERO	44.600	$90,493	17.56%
MOUNTAINAIR	237.700	$482,293	25.73%
PECOS	296.600	$601,801	NA
PEÑASCO	173.500	$352,032	10.80%
POJOAQUE	474.900	$963,572	13.63%
PORTALES	679.500	$1,378,706	13.13%
QUEMADO	62.900	$127,624	10.91%
QUESTA	160.600	$325,857	9.89%
RATON	472.100	$957,891	16.97%
RESERVE	90.100	$182,813	12.06%
RIO RANCHO	2,701.900	$5,482,155	26.91%
ROSWELL	3,508.500	$7,118,747	18.81%
ROY	45.900	$93,131	12.82%
RUIDOSO	919.600	$1,865,868	20.56%
SAN JON	87.600	$177,740	14.52%
SANTA FE	3,681.600	$7,469,966	16.61%
SANTA ROSA	266.500	$540,729	13.62%
SILVER CITY CONS.	1,436.900	$2,915,470	18.77%
SOCORRO	639.800	$1,298,154	17.16%
SPRINGER	137.000	$277,973	15.66%
TAOS	841.800	$1,708,012	13.94%
TATUM	179.900	$365,017	18.31%
TEXICO	166.400	$337,626	13.44%
TRUTH OR CONSEQ.	567.200	$1,150,849	19.08%
TUCUMCARI	551.400	$1,118,791	20.29%
TULAROSA	559.500	$1,135,226	22.74%
VAUGHN	74.500	$151,161	15.23%
WAGON MOUND	232.700	$472,148	31.75%
ZUNI	511.100	$1,037,022	14.90%
STATEWIDE	107,852.000	$218,831,713	18.69%

[1]Special education funded units are determined by multiplying the actual number of students receiving C- and D-level services and adding to that the total number of units calculated for A- and B- level programs and for ancillary services.
[2]The percent of the total operational budget represented by the special education revenue allotted through the formula–not by actual expenditures.
Sources: Final Funded Membership Report, 1994-95; District Final Expenditure Reports, 1994-95.

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